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ABSTRACT

The report contains a collection of career education activities representative of those initiated by teachers of the Penasco and St. Anthony's Schools (Penasco, New Mexico) during the second year (1974-75) of an integrated program for grades K-12. For each activity, recorded by the program coordinator following classroom visitations, the grade level, subject area, and a brief description of the lesson, including concepts to be learned and statements concerning the outcome, are provided. Some of the activity reports include unedited student responses or writings. The activities are arranged according to grade levels: kindergarten, primary, intermediate, junior high, and senior high. Types of activities used at the various levels include role playing, discussions, art projects, written assignments, and a satellite technology demonstration designed to provide opportunities for developing self-awareness, career awareness, and career exploration. (MS)

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DEDICATED

To the teachers and students who fulfilled the activities in this partial collection. The sole purpose of the Career Education Project is to assist them in the fulfillment of education toward the career of life.

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The PENCEP staff regrets that time did not allow the writing of all activities observed. It is also recognized that a number of classes conducted activities which were not brought to the attention of the teacher coordinator until after their successful completion.

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CAREER EDUCATION

INTEGRATED CLASSROOM ACTIVITIES

A Longitudinal Development Process

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as part of

PENCEP

Penasco Career Education Process

Career Implementation Program for a Small Rural School: Penasco, New Mexico

Conducted in

Penasco Independent School District #4

P. O. Box 318

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Project No. F6-003-VW
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A Career Implementation Program for a Small Rural School: Penasco, New Mexico

Exemplary Project in Vocational Education
Conducted Under
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Roger Labodda
Director, Program Development Unit
New Mexico State Department of Education
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Santa Fe, New Mexico 87501

INTRODUCTION

The activities presented in this second edition are representative of those initiated by teachers of the Penasco and St. Anthony's Schools during the 1974-75 school year.

The activities were written by the PENCEP Project Coordinator, Angelina Romero Sullivan, following her classroom visitations. The student writings are presented verbatim, without editing. The materials were typed and compiled by Estefanita Gurule, Assistant to the Teacher Coordinator; stencils were prepared by Reyna Dominguez, Project Secretary; and mimeograph operation and collation was performed by the Office Education Class under the direction of Gilbert Garduno.

As in all exemplary projects, ultimate appreciation is expressed to the teachers and students who fulfilled these activities. The sole purpose of this project is to assist them in the fulfillment of education toward the career of life.

Paul Shelford, Jr.
Project Coordinator

PENCEP
CAREER EDUCATION
1-30-1975

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Mrs. Gloria Gonzales - 12:30 - 1:00, Kindergarten

TOPIC: Where Is Home For You

OBSERVATION: Self Awareness - The children are learning to recognize their immediate environment in many different ways. The child learns about his own home environment.

Education Awareness - The children learn to communicate these differences by constrasting with others of his group.

Appreciation and Attitudes - The children learn to appreciate his own home environment and also learn the differences between rural and urban environments.

Career Awareness - The children learn the relationships between different life-styles.

LESSON CAPSULE: Discussion of Home Environments

Mrs. Gloria Gonzales has brought many visual aids to show to the kindergarten children. The children are sitting quietly on their chairs which form a semi-circle. The children have been waiting for me because they want to show me how much they have learned about different homes.

Teacher - Do all homes look alike?

Children - No.

Teacher - What do you call people who live together in a home?
(visual aid - picture of a family)

Children - A family.

Teacher - Who is in this family? (teacher holds up the picture of the family for everyone to see)

Children - Daddy, Mama, sister, brother.

Teacher - Your family might not be like the one in the picture, maybe you have more brothers and sisters, maybe less.

Teacher - How many rooms are in this house? (using visual aid of a house.)

Children - Count - 1 - 2 - 3 - 4 - 5 rooms.

Teacher - Children what do you call this room? (pointing to the kitchen.)

Children - A kitchen.

Teacher - What is done in the kitchen?

Children - Cook, eat, wash dishes, make a fire in the wood stove, cook supper.

Teacher - What is this room called?

Children - The living room.

Teacher - What do you do when you are in the living room?

Children - Watch TV, read books, and sew.

Teacher - What is this room called?

Children - Bedroom.

Teacher - What do you do in the bedroom?

Children - Go to bed, dress up in the morning, and play.

Teacher - What is this room called?

Children - A bathroom.

Teacher - What do you do in this room?

Children - Shave, brush our teeth, take a bath.

The discussion now shifts from talking about the home and the purposes of the different rooms to the comparison of two homes. Mrs. Gonzales says, "children I am showing you two homes, can you tell me how they are different?"

The children study the picture.

Children - One is white and one is orange. One house is tall and the other one is small.

Teacher - Why is one taller than the other?

Children - (No comment)

Teacher - The tall house is called an upstairs house because it has two stories.

Teacher - How do you get up-stairs?

Children - Steps!

Mrs. Gonzales explains to the students that she has pictures of different homes and she wants the children to identify them, if they can.

Teacher - This kind of a house is called what?

Children - (No comment)

Teacher - This is called an apartment house and is usually for people who live in the city. A lot of people live in apartments. (One child said he had lived in a big apartment house in Denver, like the one in the picture.)

Teacher - This is an Indian house called a hogan. Hogans are made of logs and mud and are used as a dwelling by the Navajo Indians. (visual aid)

Teacher - This is a trailer. A trailer is usually automobile drawn and is designed to serve wherever parked as a dwelling place. (visual aid)

Teacher - How many children in this class live in trailers?

Children - Three children raise their hands.

Teacher - "I also live in a trailer house."

Teacher - This is an adobe house. (visual aid)

Children - Adobe houses are made of mud and straw.

Teacher - What kind of house do you live in?

After the group discussion the teacher read a poem called, "We will Build a Little House", the children proceeded with choral speaking and finger play. The children enjoyed the poem.

We Will Build A Little House

We will build a little house
With two chimneys tall,
A little sloping roof
And a garden wall.

One little door
That opens wide,
And two funny windows
You can peek inside.

We will build a little table
Big enough for two,
Two comfy little chairs,
One for me, one for you.

Knock at the door and
Walk right in,
'Cause my little house is shining
Like a bright pin.

ld

PENCEP
CAREER EDUCATION
2-13-1975

Mrs. Minnie Lopez - 12:30 - 1:00, Kindergarten

TOPIC: What Kind of Furniture Do You Have In Your House

OBSERVATION: Educational Awareness - Goal Statement

The student will become aware that classroom and outside-of-school experiences may be related.

Concepts to be learned - Awareness that situations related to school achievement that school activities relate to self and family.

LESSON CAPSULE:

The Kindergarten children and Mrs. Minnie Lopez had a little box with a surprise to show me when I visited their class on Thursday. Boy! were the children excited. But, before opening the little box the children has a discussion about the different kinds of furniture that goes in each room of the house.

Mrs. Lopez explained to the children that their discussion would center around the topic of furniture found in each of the rooms in a house.

Teacher - What kind of furniture is found in the living room?

Children - Couch, end table, rug, coffee table.

Teacher - What kind of furniture is found in the bedroom?

Children - Bed, mirror, dresser drawer.

Teacher - What kind of furniture is found in the kitchen?

Children - Stove, refrigerator, sink, cabinets, table.

Teacher - What kind of furniture is found in the bathroom?

Children - Bath tub, sink.

Mrs. Lopez changes her discussion and asks different questions.

Teacher - Would I find a bath tub in the living room?

Children - No. (laughing)

Teacher - What would people think if I would be bathing in the living room?

Children - (Much more laughter.)

Teacher - Would I find a dresser in the bathroom?

Children - No.

Teacher - Would I find a stove in the bedroom?

Children - No.

"Mrs. Sullivan, the children and I have been waiting to open this little box, so I guess it's time to open it now," said Mrs. Minnie Lopez.

Mrs. Lopez open the little box and out comes - - - - - ? tiny furniture. That was a surprise! Mrs. Lopez took out the furniture and showed it to the children.

Teacher - This is an end table, where does it go?

Children - Living room.

Teacher - This is a chest of drawers, where does it go?

Children - Bedroom.

Teacher - This is a couch, where does it go?

Children - Living room.

Teacher - These are cabinets and a sink, where do they go?

Children - Kitchen.

Teacher - This is a stove, where does it go?

Children - Kitchen.

Mrs. Lopez said, "Now children each of you is going to draw your own house." The paper is folded in such a way that first, you draw the outside of the house with a door and windows and second, you open the paper and draw the rooms with the different furniture in it.

"I have already drawn my house", said Mrs. Lopez. She explains the layout of her house and the arrangement of the furniture.

One child asks if he should write the names of the rooms in his paper.

Mrs. Lopez explains that its alright to leave out the names since they can't spell yet! (Mrs. Lopez would probably help them write the names in later.)

The children were busy drawing and coloring their homes. Some things I saw in their house drawings were: rugs, dressers, stoves, kitchen cabinets, bed, etc.

PENCEP
CAREER EDUCATION
9-27-1974

Sister Jean Karen - 1st - 2nd Grades - Fine Arts

TOPIC: The Magic Glasses

OBSERVATION:

Self-Awareness: Achieve an increased awareness of "self" by developing an understanding of interest, aptitudes and responsibilities to self and others.

The students became aware of:

1. Different ways of looking at the environment.
2. Colors and shapes.
3. What interests other people have and how it has an impact on us.

LESSON CAPSULE: Shapes and Colors

Sister Jean Karen and her students were discussing different types of shapes, they were:

1. circle
2. square
3. rectangle
4. triangle
5. straight line

The students look for and located the shapes in the classroom.

Shapes in the classroom:

circle - balloon, round pipe, circular chart

square - outline of map, screen

rectangle - puzzle

triangle - roof of play house, folded flag

 straight line - string, flag pole, card

Following the pre-activity the children watched a filmstrip called "The Magic Glasses."

The Magic Glasses

Once there was a little boy named Jack who found a pair of magic glasses and put them on. Around the edge of the glasses were some golden buttons. Jack discovered that by pressing the golden buttons he could see many different types of shapes and colors. Jack sees:

circle - balloons, balls, round pond, wheels.

straight line - side walk, cross walks, frame of windows, electric wire, etc.

red color - hot dogs, red kite, red traffic signal, red fire truck.

green color - grass, green ribbon, green sunglasses, green leaves on maple tree.

Jack looses the Magic Glasses and tries looking for them, but doesn't find them.

Jack looks at the sky and finds out that even without the Magic Glasses he can see beautiful colors and different shapes.

Jack is happy to be in a world with bright colors, lines, squares, rectangles, triangles, and circles.

The post discussion follows with Sister Jean Karen asking the students, "What did Jack see?"

Students: circles - wheels, balloons, etc.

green color - leaf, sunglasses, etc.

red color - traffic light, etc.

straight lines - telephone wire, etc.

The students enjoyed the filmstrip and afterwards they played a guessing game (guessing who was wearing what color of clothing), and they made pictures out of different shapes from construction paper.

PENCEP
CAREER EDUCATION
12-6-1974

Mrs. Ruth Dominguez - 10:10 - 10:55, 1st Grade

TOPIC: Circle of Feelings

OBSERVATION:

The students become aware of the different feelings they have and learn why they react a certain way.

Self-Awareness - Achieve an increased awareness of "self" by developing an understanding of interests, aptitudes, and reponsibilities to self and others.

The students will recognize their feelings. The students will learn to express their feelings in a socially acceptable manner.

LESSON CAPSULE:

As you walk into Mrs. Ruth Dominguez's classroom you get a feeling of happiness, sadness, fear, and anger all rolled into one big circle. What's going on?

The students are learning to express their feelings by making different expressions with their faces and also by talking about why they feel that particular way.

First the students sang a song:

I have feelings, you do too
I can sing about a few.
I am happy, I am sad,
I get scared and I get mad
I am proud of being me;
That's a feeling too, you see.
I have feelings you do too.
Lets all sing about a few.

After singing the song the students watched a filmstrip about feelings called, "Circle of Feelings." A discussion followed and the students talked about the different feelings. The students then took turns making facial expressions which showed the different feelings.

Mrs. Dominguez then asked the children to show us how they would look when they were happy, sad, scared, and mad, "I felt like I had seen some professionals in there!" (A. Sullivan)

When the discussion ended, Mrs. Dominguez had each of the children make his own circle of feelings for each one of the emotions mentioned in the filmstrip plus one that showed how he felt most of the time.

Example - Each student will say what makes him mad. Then he will draw a picture showing how he looks. Mrs. Dominguez will write down what the student said and then the student will trace over the teachers writing.

I Get Mad

Loretta Tafoya - When I don't find my doll.

Jaylene Rodarte - When my sister gets my doll.

Lorraine Sanchez - My dad lets me go down in the swimming pool.

Amy Sanchez - When I loose my toys.

Eddie Garcia - When my horse bucks, and I fall down.

Louie Tafoya - When my little puppy bites me.

Mickey Sandoval - When my little lambs are lost and my grandpa gets mad at me.

The teacher stapled together each of the Circle of Feelings that the students made and displayed them on the bulletin board. After a few days the children get to take them home. I asked several of the students to let me take their picture next to the large circle of feelings on the bulletin board. "Make one of the emotions and point to it." SNAP

PENCEP
CAREER EDUCATION
9-18-74

Mrs. Kate Garduno - 2nd Grade

TOPIC: A Fireman

OBSERVATION:

Career Awareness: Understand the World of Work and its impact on self and society.

The students became aware of the workers in the community.

The students became aware of certain job duties performed by a fireman.

The students whose main interest is being a fireman learns about the job.

The student will understand how the performance of some occupations meet the needs of the community.

LESSON CAPSULE: Job Description

Mrs. Garduno brought her husband's fire helmet from home to show to her students. She told the students that her husband taught for the Penasco School System and that he also devoted his time to the community be being a fireman.

Some of the students got a chance to try on the fire helmet. Mrs. Garduno told the students that the fire helmet could be adjusted to fit each individual.

On the top of the helmet are the initials PALFD which means, Penasco American Legion Fire Department. The fire helmet is used to protect the head from injury. A discussion followed centered around the following words:

Fireman - a member of a company organized to fight fires.

Fire Extinguisher - a portable or wheeled apparatus for putting out small fires by ejecting fire-extinguishing chemicals.

Fire Station - a building housing fire apparatus and usually firemen.

Fire Truck - an automotive vehicle equipped with fire-fighting apparatus.

Fire Helmet - a protective head covering usually made of a hard material to resist impact.

Hydrant - a discharge pipe with valve and spout at which water may be drawn from a water main (or for fighting fires) called also fireplug.

Fire Hose - to spray, water or wash with a hose.

Fire Alarm - a warning; a device that signals.

Gas Mask - a mask connected to a chemical air filter and used to protect the face and lungs against poison gases.

Mrs. Garduno showed the students where the fire extinguisher was located in the classroom and the rules that apply for using it. The teacher told the students that buses also carried fire extinguishers for emergencies. In the home some parents use baking soda to put out small fires which are caused by cooking, baking, etc. Mrs. Garduno also talked about the water hydrant and its purpose, where it was located at the Penasco Elementary School, and how it is used.

Mrs. Garduno asked the students, "What is the first thing a fireman does when he goes to a fire?" The students said, "His first duty is to save the lives of people." Usually a fire truck must be at the scene of a fire in 5 minutes because fires destroy homes and other property rapidly.

PENCEP
CAREER EDUCATION
10-11-1974

Ms. Seraphine Medina - 1st Grade, 12:30-1:00

Hispanic Language and Fine Arts

TOPIC: Pretending

OBSERVATION: Self-Awareness Goal Statement

The student will understand that he has responsibilities to himself and others. The student will identify responsibilities he has to others, e.g., honesty, fairness. The student will respect the feelings of others. The student will identify responsibilities he has to himself, e.g., to perform to the best of his ability in and out of school.

LESSON CAPSULE: Dizzy Terry

Ms. Seraphine Medina had several activities for the students, they were:

1. Puppet Activity - Nobody's Perfect

   Purpose: To illustrate that one mistake does not make a failure.

2. Role Playing Activity - Boat Trip

   Purpose: To help children accept imperfection in themselves.

3. Short Story - Dizzy Terry

   Purpose: To show that when you pretend you are not being honest with yourself or other people.

Ms. Medina read a story to the students about Dizzy Terry. After the story the students answered questions, and talked about their own experiences which relate to the story.

STORY

DIZZY TERRY

When Terry was small she had a bad accident. She fell off a tree, broke her arm and hurt her head. The broken arm was easy enough for the doctor to fix but a hurt head takes longer to heal. Many times Terry felt dizzy and sick, and would fall to the ground. Her father and mother would worry about her. When Terry felt dizzy her mother would sit on a chair and hold her. When Terry and her father went out for walks and Terry felt dizzy her father would carry her.

When she went to school the children would help Terry when she got sick. The teacher began to notice that when Terry wanted to stop what she was doing, she would have a dizzy spell. Terry noticed how helpful people were when she got dizzy. But, after a while Terry pretended she was sick because she noticed how helpful other people were with her--she was not being honest!

QUESTION AND ANSWER SESSION:

TEACHER - What did Terry pretend to be?

STUDENT - Dizzy

TEACHER - What's another word for pretend?

STUDENT - Fake, make believe, acting, etc.

TEACHER - Have you ever pretended to be anything?

STUDENT - Pretend to drive a truck.

Pretend to be in the army.

Pretend to have received a gift.

TEACHER - When Dizzy Terry pretended to be dizzy, who was worried?

STUDENT - Mother and father.

TEACHER - What's another word for worried?

STUDENT - Frightened, scared, etc.

TEACHER - Have you ever been worried about anything?

STUDENT - I was worried about not getting all the words right in the spelling test.

I was worried because I didn't know if I had enough time to fix my broken car.

I was worried because I thought the truck was going to run over me.

TEACHER - What does avoid mean?

STUDENT - Keep away from.

TEACHER - What's another word for avoid?

STUDENT - To ignore.

TEACHER - Have you ever avoided something?

STUDENT - Avoided boys teasing remarks.

Avoided hearing bad words.

TEACHER - In what way was Terry not honest with the children?

STUDENT - She pretended she was dizzy.

She wanted attention.

She wanted people to help her even though she wasn't really dizzy.

PENCEP
CAREER EDUCATION
9-16-1974

Mrs. Joyce Fidel - 2nd Grade

TOPIC: Getting to Know You

OBSERVATION: Self Awareness - Concepts to be Learned

Awareness of interest in certain games; of physical abilities to perform tasks; of self and relationship to others; of self role and of rights and responsibilities related to home, school and society.

Educational Awareness - Concepts to be Learned

Awareness that knowledge can be shared with classmates; of how classroom and out-of-school experiences relate; that occupations have different educational requirements and that learning helps people do things for their community, state and nation.

Decision Making - Concepts to be Learned

Awareness that having interests necessitates making choices, that choices affect other people, that choices may or may not be accepted, and that decisions are made by family members and neighbors in their jobs.

LESSON CAPSULE:

Mrs. Joyce Fidel has had the students doing skits which they enjoy doing very much. In these particular skits the students are learning to distinguish between their right and left hand, etc., and are reviewing their numbers. The students have already learned the concepts, and the skits are good practice and fun.

Right and Left

This is my right hand,
Raise it up high.
This is my left hand
I'll touch the sky.

Right hand, left hand,
Twirl them around.
Left hand, right hand,
Pound, pound, pound.

This is my right foot,
Tap, tap, tap.
This is my left foot,
Pat, pat, pat.
Right foot, left foot,
Run, run, run.
Left foot, right foot,
Jump for fun.

Face right, face left,
Turn around and around.
Face left, face right,
Jump up and down.
Right hand, left hand,
Clap, clap, clap.
Right foot, left foot,
Tap, tap, tap.

Three Balls

A little ball,
A bigger ball,
A great big ball,
I see!
Now let us count
The balls we have
One, two, three.

Next Mrs. Fidel read a short story taken from a book called, Health at School, the name of the story is, "The Little Dog."

The Little Dog

One day a little dog went away from his yard for a walk. Soon the dog came to a street where the stop light was red. He could not see the red light. He did not stop for the light. A policeman was in the street. He saw some big cars coming, and he saw the little dog. At once he put up his hands. All the cars came to a stop, but the little dog did not stop. "Go back little dog, go back," called the policeman in the street. "The cars will run over you." "Woof," went the little dog. This was the way he said, "I will not cross the street! I will go back home." "Woof," went the little dog. This was the way he said, "I am happy to be at home."

After the short story was read Mrs. Fidel asked the students some questions.

Teacher - Point to the picture of the policeman.

Students - The students point at the picture in the book.

Teacher - What are a policeman's duties?

Students - They help us.

- Policemen stop traffic.
- Policemen take bad people to jail.
- Policemen help when there is a murder.
- Policemen stop speeding cars.
- Policemen stop people when they are dragging and drinking.
- Policemen help people who get in wrecks.

Teacher - How many of you have dogs?

Students - (Most of the students raised their hands.)

Teacher - What are your dogs names?

Students - Dumb Dumb, Blackie, Brownie, Snoopy, Gallup, Sparkie, Peanut, Spot, Fido.

Teacher - Why was the little dog happy?

Students - Because they didn't run over him.

- Because he went home.

Teacher - Who helped the little dog?

Students - The policeman.

Mrs. Fidel mentioned to me that a policeman had been previously invited to the classroom to talk personally to the students. She read the story of the Little Dog because she wanted to show me how much the children had enjoyed their visitor. The children did in fact enjoy telling me about the policeman's visit.

Mrs. Fidel showed me the display on the career bulletin board. The name of the display was entitled, "What Do I Want To Be?" Everyone's name was on the bulletin boards and next to the students name was the name of the occupation the student was interested in.

What Do I Want To Be?

Amy Martinez - Store Keeper

Angela Valdez - Teacher

Silviano Sanchez - Magician

Henrietta Sanchez - Teacher

Carla Arellano - Teacher

Annabelle Sandoval - Movie Star

Beverly Aguilar - Nurse

John Rodriguez - Nurse

Wilbert Esquibel - Policeman

Alfredo Fresquez - Policeman

Danny Esquibel - Policeman

Karen Esquibel - Doctor

Antonio Gonzales - Fireman

George Garcia - Policeman

Felix Martinez - Fireman

Lou Ann Pacheco - Teacher

Jimmy Greigo - Policeman

PENCEP
CAREER EDUCATION
10-16-1974

Mrs. Ruth Dominguez - 1st Grade, 1:55 - 2:35

TOPIC: I'm the Only Me

OBSERVATION:

The children were interested in finding out how tall they were and how much they weighed. They were eager to compare the differences with their peers. The students became aware of themselves.

LESSON CAPSULE:

Mrs. Ruth Dominguez was measuring the students height and weight:

Height - the distance from the bottom to the top of something (someone) standing upright.

Weight - the amount that a thing (person) should weigh.

Mrs. Dominguez took time to explain the height and weight measurement to the students.

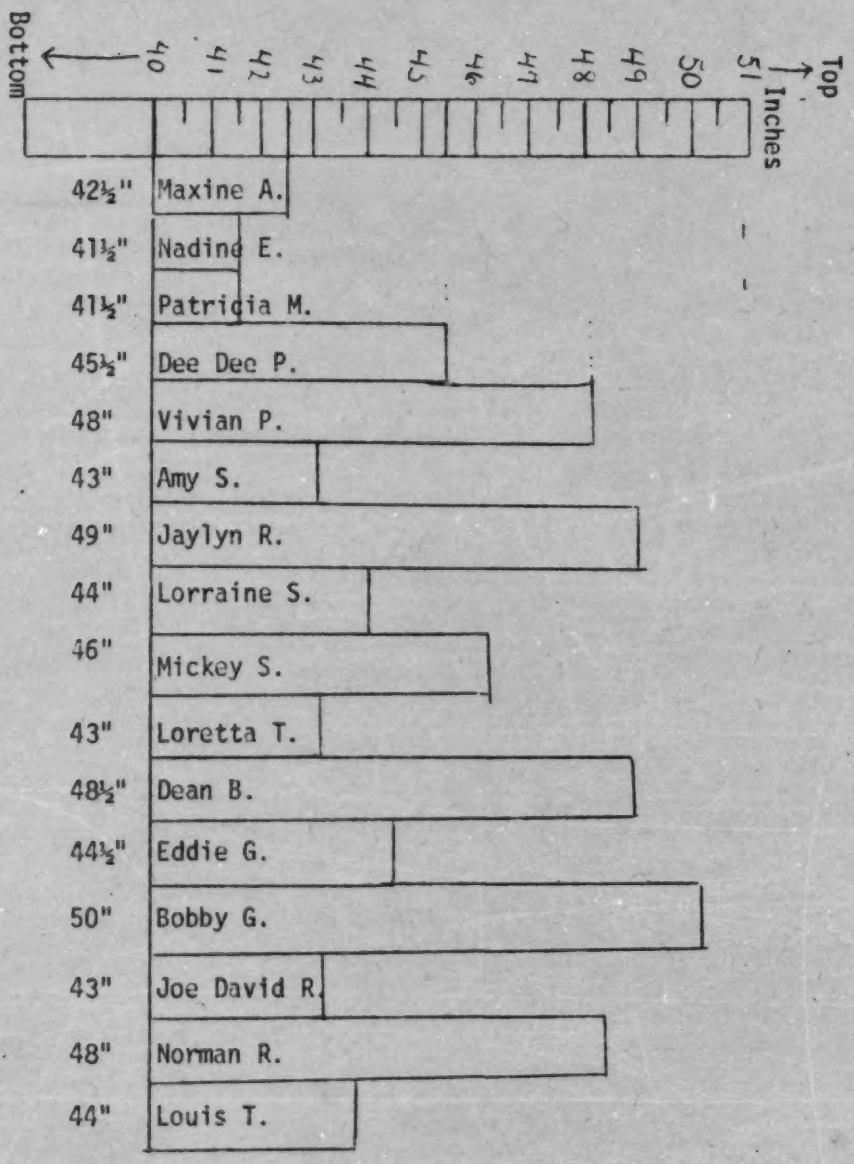
First the students sang a song.

Song

Some people are smaller, smaller than me.
Some people are taller, taller than me.
Some are fatter, some are thinner, trimmer than me.
But I'm the only me as far as I can see.

Second, Mrs. Dominguez showed me the chart where she had recorded each student's height. Next to the chart on the wall was a yardstick used for measurement.

Height Measurement Chart



Next, the teacher weighed the students and explained the purpose of the scale to them. Each of the students removed his shoes and was weighed. Mrs. Dominguez recorded the pounds on a piece of paper and each of the students kept it for a record.

EXAMPLE:

Maxine Abeyta
42½ Inches tall
39 Pounds

1.	Maxine Abeyta	39 lbs.
2.	Nadine Esquibel	39 lbs.
3.	Patricia Medina	36 lbs.
4.	Dee Dee Pacheco	43 lbs.
5.	Vivian Pacheco	44 lbs.
6.	Amy Sanchez	39 lbs.
7.	Jaylyn Rodarte	69 lbs.
8.	Lorraine Sanchez	42 lbs.
9.	Mickey Sandoval	41 lbs.
10.	Loretta Tafoya	35 lbs.
11.	Dean Blanco	50 lbs.
12.	Eddie Garcia	46 lbs.
13.	Bobby Gonzales	55 lbs.
14.	Joe David Rodarte	40 lbs.
15.	Norman Rodriguez	48 lbs.
16.	Louis Tafoya	40 lbs.

The teacher asked the students, "How tall are you." The students answered, "I am _____ inches tall."

Maxine Abeyta - I am 42½ inches tall.

Nadine Esquibel - I am 41½ inches tall.

Patricia Medina - I am 41½ inches tall.

Dee Dee Pacheco - I am 45½ inches tall.

Vivian Pacheco - I am 48 inches tall.

Amy Sanchez - I am 43 inches tall.

Jaylyn Rodarte - I am 49 inches tall.

Lorraine Sanchez - I am 44 inches tall.

Dean Blanco - I am 48½ inches tall.

Eddie Garcia - I am 44½ inches tall.

Bobby Gonzales - I am 50 inches tall.

Joe David Rodarte - I am 43 inches tall.

Norman Rodriguez - I am 48 inches tall.

Louis Tafoya - I am 44 inches tall.

PENCEP
CAREER EDUCATION
10-17-1974

Mrs. Rosita Delgado - 1:55-2:35, 1st Grade

TOPIC: Careers Through The Years

OBSERVATION:

Self-Awareness: Achieve an increased awareness of "self" by developing an understanding of interests, aptitudes and responsibilities to self and others.

Career Awareness: Understand the world of work and its impact of self and society. The student will become aware that people do different things at their work. The students will become aware of the variety of occupations in the world of work.

LESSON CAPSULE: Careers

Mrs. Delgado had each of the students role play whichever career interests them. The students were to give descriptions of their careers. The students wore hats which portrayed the careers they chose.

All the students were happy with the little skit they were performing.

STUDENT NAME	CAREER	Description
Anita Gallegos	Nurse	Help people get well.
Eddie Visarraga	Army	Fight for our country and earn money.
Geraldine Romero	Helper	Help mother clean house and send children to school.
Eric Graeser	Army	Fight for our country.
Frankie Chacon	Scientist	Invent new ways to make gas (gas shortage).
Roy Lopez	Evil Knevel	Stunt man.

Mark Medina.....Police.....Protect people, capture bank robbers.

Johnny Martinez.....Astronaut.....Go to the moon.

Crystaline Lopez.....Saleslady.....To sell clothes.

Magie Rodarte.....Telephone Operator.Dial phone numbers.

Raymond Romero.....Basketball Player. To play ball.

Eloy Martinez.....Telephone Repair Man.Fix phones.

Alice Lopez.....Mother.....Send children to school.

Harold Lopez.....Football Player....Make touchdowns.

Tony Lopez.....Mechanic.....Fix cars and put in gas at the garage.

Edwina Lopez.....Secretary.....Type and earn money.

After the role playing activity the children sang a song and made motions to suggest how a particular job is done in an occupation.

EXAMPLE:

"This is the way a saleslady (occupation) works, _____ (motion)"

"This is the way a saleslady (occupation) works, _____ (motion)"

every day of the week.

(occupations: nurse, soldier, scientist, dress designer, policeman, astronaut, etc.)

PENCEP
CAREER EDUCATION
3-11-75

Mrs. Carmen Fresquez, 1st Grade

TOPIC: Who Am I

OBSERVATION: Self-Awareness - Goal Statement

The student will recognize his feelings. The student will learn to express his feelings in a socially acceptable manner.

Career Awareness - Goal Statement

The students will understand the variety of occupations found in the World of Work.

LESSON CAPSULE: I. Sally Was Sad

Mrs. Carmen Fresquez is showing the students a picture of a little girl crying. She asks the students to talk about the picture. Mrs. Fresquez asks the students the following question, "What things make you sad enough to cry--like the little girl in the picture?

STUDENTS:

-When my parents don't take me to church with them.

-When my aunt died.

-When my uncle died.

"Children I am going to read you a story about the little girl in the picture. We will find out why the little girl is crying. Many things make children sad sometimes," says Mrs. Fresquez.

The next paragraph is a short summary of the story:

Sally Was Sad

Benny, Sally's brother, was invited to play at his friend's Terry. Benny's mother let him go play at Terry's house. Sally was not invited and she also wanted to go to Benny's house and play, but mother didn't let her. Sally started to cry because her mother told her she wasn't old enough to go stay over at a friend's house. Sally started crying. Sally's mother offered her several toys and things to play with, but Sally would not stop crying. Finally, mother

put her arms around Sally, gave her a chocolate chip, and---everything was alright again!

Moral of Story

We don't stay mad all the time, do we?

When our mothers comfort us, we forget our problems.

II. Who Am I

Mrs. Fresquez is g ing to read riddles to the children and they are supposed to guess the occupations. There are twenty-seven riddles in all, how many can you guess?

Occupational Guessing Game

I am going to give you some riddles to solve.

1. My job is to help people keep their homes clean and neat. I wash and iron and vacuum and dust. Sometimes I cook and take care of children.

   Who am I? Student response maid

2. I make ladies beautiful by using hair pins, and curlers and permanent waves.

   Who am I? Student response beautician

3. I build sturdy houses and walls. I use a special kind of heavy blocks with cement in between.

   Who am I? Student response bricklayer

4. I am the person who makes it possible for you to read books and magazines and newspapers. Without me, you would have very little to read.

   Who am I? Student response printer

5. My job is usually on or near downtown streets where businessmen walk. I make their footware look clean and shiny.

   Who am I? Student response shoeshine boy

6. I am the most important person on a ship. I tell the sailors what to do. It is my job to see that the ship travels in the right direction.

   Who am I? Student response ship captain

7. You are glad to see me come when a certain thing in your house is broken. When I have fixed it, you can again watch and hear about what is happening around the world.

   Who am I? Student response TV repairman

8. I work where it is dark and damp and dirty. I often go deep inside the earth where I chip and break minerals away from the caves.

   Who am I? Student response miner

9. I have to get up early in the morning. I bring news to many homes. Sometimes I use a bicycle to deliver my goods.

   Who am I? Student response newspaper boy

10. I help people enjoy our national parks. I teach them how to play safely in the woods. Sometimes I take care of animals. I become a fireman or policeman.

    Who am I? Student response forest ranger

11. I pack and take to your car all of the things that you buy in a grocery store.

    Who am I? Student response carry-out boy

12. I make flowers into beautiful presents for churches and homes and hospitals for birthdays, anniversaries, funerals, and weddings.

    Who am I? Student response florist

13. I am sort of a doctor for automobiles. I know how all the parts of it fit together and how they should work.

    Who am I? Student response mechanic

14. Rub-a-dub-dub, I scrub and scrub. But not any more, that was before I had a machine to wash the clothes clean.

    Who am I? Student response laundry worker

15. I fill the tank and check the oil, put water in radiators so they won't boil. I wipe the windows, give fluid for brakes, and when I'm finished--your money I take.

    Who am I? Student response gas station attendant

16. I wear a uniform and cap. I use a bat and glove. I try to hit home runs.

Who am I? Student response ball player

17. I take orders and carry trays and serve all sorts of delicious foods.

Who am I? Student response waitress

18. I work with gold and silver and beautiful things that are broken. I set beautiful stones, and sell china, silver, and crystal.

Who am I? Student response jeweler

19. I sit at the desk. I take dictation, I answer the telephone and I type letters.

Who am I? Student response secretary

20. I love to work outdoors. I plant and sow and rake and hoe. I raise fine animals. I have big machines that help me do my work.

Who am I? Student response farmer

21. Rat-a-tat-tat----tshhh - tshhh --- clang!

My job is making noise in fancy rhythms. My tools are called instruments.

Who am I? Student response musician

22. If a hailstorm had made a hole in the top of your house, I would fit shingles together like a puzzle to cover the hole. Then you would be warm and dry again.

Who am I? Student response roofer

23. I wear strange clothes. My job is exciting and dangerous. From where I work, I can see many oceans and rivers and land formations. I guide a ship, but I am not a sailor.

Who am I? Student response astronaut

24. I stock cans on cans and boxes on boxes. I stamp numbers on the cans and boxes so that people will know how much to pay for them.

Who am I? Student response stock boy

25. Tap - tap - tap - I exchange new soles for old. I tack on heels and mend old toes, and buff and brush and polish.

Who am I? Student response Shoemaker or shoe repairman 10d

26. I work with cords and wires. If mother's toaster or vacuum cleaner or iron does not work, I'm the man to call. I must work very carefully. My job can be a dangerous one.

Who am I? Student response electrician

27. I swirl and twirl and bow. I make pictures of the music with my body. I wear lovely, fancy clothes.

Who am I? Student response ballerina

The children enjoyed the riddles, and would you believe they guessed them all---they've had a little practice, I'm sure!

After guessing the occupational riddles the children took turns making up their own riddles. The riddles were about their parents' jobs. Some of their parents' occupations I heard mentioned, were the following: miner (Moly Mine), mineralogist, forest ranger, teacher, fire fighter, and nurse.

III. Bulletin Board Display

Along with the occupational riddles and the story reading, the students and Mrs. Fresquez were anxious to show me three bulletin board displays which they had made. On one side of the bulletin was the picture and on the other side was a poem. Unfortunately I can't share the pictures with you but the poems are just as good.

Doctors

When I am a doctor
I will teach
The rules of health to all
And if they need my service,
I'll make a friendly call.

Engineer

If I were an engineer
I'd try to run my train on time,
For trains should not be late;
And anyone who counts on me--
Must not be made to wait.

My Grooming Guide

My hair I combed
My shoes I shined
On all of me
No dirt you will find.

I brushed my teeth
To keep them bright.
My fingernails
I do not bite.
The clothes I wear
Are not my best,
But they are clean
So I'm well dressed.

I cover every
cough and sneeze,
with handkerchief
"Excuse me, please!"
I'll try to pass
This daily test
So I may always
Look my best.

Mrs. Carmen Fresquez has shared many types of occupational, career, and self awareness activities with me. I have enjoyed visiting her classroom. Her students always have a welcome smile for me. 10f

PENCEP
CAREER EDUCATION
2-25-75

Mrs. Candelaria Aguilar - 2nd Grade

TOPIC: Furrs Cafeteria

OBSERVATION: Concepts to be Learned

Self Awareness - Awareness of his interest in selected activities; the importance of his achievements in the classroom; of roles played by himself, family members, and teacher, and recognition of requirements for group membership.

Career Awareness - Concepts to be Learned

Awareness of family's basic needs; of the concept of life style; of relationship between needs and job in the home, school and community; and recognition that individual skills affect task performance.

Economic Awareness - Awareness of different economic rewards and other benefits, of money as a means of exchanging goods and services, and of economic relationships between self, family, and school.

LESSON CAPSULE:

The students in Mrs. Candelaria Aguilar's class are all excited because they invited me to go eat with them at their Furrs Cafeteria at Penasco. This activity is part of their post-activity fulfillment of the Furrs Cafeteria field trip to Santa Fe. The students also went to visit DeVargas Shopping Center and learned about the jobs in the Service Occupations. But what really thrilled the students was the Furrs trip. The students and teacher would like to share with you--A Day in the Lives of Furrs Cafeteria Workers-Penasco Second Graders.

Mrs. Aguilar explained to me that the students were going to re-live their field trip and, although I did not go, they wanted me to go along with them on their imaginary adventure.

First, Mrs. Candelaria Aguilar gave the students a safety talk on rules and regulations when riding on a school bus. Second, Mrs. Aguilar introduced the teacher who would be supervising the students on the field trip - Mr. Freddie Martinez and the bus driver, Mrs. Abe Archuleta (both charming second graders).

On the left side of the room were two rows of ten chairs where we sat. When everyone was sitting quietly the bus driver started us on our way to Santa Fe. I was sitting next to one of the children who told me that when the roads were bumpy I was supposed to move and bump a little. Mr. Freddie Martinez led the children in singing "Should Old Acquaintance Be Forgotten" and "Cielito Lindo." Everyone enjoyed singing the songs especially the parts they knew best, those parts were sung louder.

When we arrived at Furrs Cafeteria, Annette Cordova was the washroom attendant who helped us. There was a sign on the wall which read "HELP KEEP THIS PLACE CLEAN." Annette reminded us that it was also our personal duty to keep a public washroom clean. The students were careful to place their paper towels in the waste basket.

When we walked into Furrs Cafeteria the first thing we saw was the menu.

MENU

Salad	35¢	Cake	45¢
Chicken	45¢	Pie	45¢
Ham	59¢	Ice Cream	30¢
Roast Beef	59¢	Peaches	25¢
Spaghetti	35¢	Apples	25¢
French Fries	25¢	All Drinks	29¢
Bread	15¢		

Pansa Llena Corozon Contento

At the Cafeteria the different foods shown on the menu were prepared deliciously before us. (The students had cut out pictures of food from magazines and pasted them on white butcher paper and displayed them cafeteria style, on two large tables.) Along side the tables stood the servers with their name tags, hats, aprons, and plastic gloves ready to serve, they were:

Servers: Brenda Rodarte
Gloria Esquibel
Gerald Rodriguez
Manuel Mascarenas

Their supervisor was Michael Sanchez who made sure that the servers were doing their job. Michael also greeted people as they passed through the serving line.

I stood back noticing the students as they got their napkins, silver ware, and trays (which, by-the-way, the students had brought from home.) The students were very courteous, making sure they thanked each server for helping them. Some students wanted roast beef, others wanted spaghetti and still others wanted chicken. It was hard choosing and making up one's mind.

When the students had gotten everything on their trays the cashier, Amy Gonzales, added the total and gave the ticket to the customer.

It was my turn to get served and just couldn't make up my mind--everything was so appetizing. I decided to get ham, toss salad, corn bread, chocolate cake, and ice tea. Mrs. Candelaria Aguilar, Ms. Tonita Casados, and myself were surely not thinking about our diets at the time!

Everyone sat around enjoying the meal. Some of the students were checking on their tickets to see how much they would have to pay. Charles Simbolo was the cashier and when I paid my ticket ..... $1.73. "I do believe I'll come again."

CUSTOMERS:

Randy Fresquez	Sandra Payan
Loretta Lopez	Victoria Sanchez
Loui Martinez	Teresita Sandoval
Judy Martinez	Djuna Krasnokowick

When the activity was over Mrs. Candelaria Aguilar told me that in preparation for the pre- and post-activity many topics had been discussed, she gave examples, such as:

1. Safety In the School Bus
2. Cleanliness
3. Working Together
4. Job Duties
5. Care In Handling Food
6. Making Change
7. Earning Power
8. Clean Up After Play

I would like to say that I enjoyed the activity very much. What I liked most was seeing the students acting so grown-up and being serious about what they were doing. The group knew what it meant to work together to accomplish a task.... Very, Very, Good! I would like to add that one of the mothers made a beautiful apron for her daughter to use for the activity.

PENCEP
CAREER EDUCATION
2-7-75

Ms. Valerie Evans - 3rd Grade, 1:00 - 1:40

TOPIC: I Know What I Want

OBSERVATION:

Career Awareness: Understand the World of Work and its impact on self and society.

Goal Statement - The student will understand the variety of occupations found in the world of work.

The student will become aware of the variety of jobs in the community and region.

Self Awareness: Achieve an increased awareness of "self" by developing an understanding of interests, aptitudes, and responsibilities to self and others.

Concepts to be Learned - Awareness that self interests, aptitudes and achievements influence future occupational goals and that cognitive, affective and psychomotor capabilities influence personal interests and values.

LESSON CAPSULE:

Ms. Valerie Evans has asked her students what they want to be when they are grown. The students have good ideas about what they want for the future. Each of the students have written a short description of their career choice and, on a separate piece of paper, have drawn a picture of the occupation. It is impossible to share the picture with you because, in trying to duplicate the original copy--well, it just couldn't be done--but, take my word for it--they are good.

The students want to share with you their stories about their career choice.

Eutemia Sanchez - I want to be a teacher. A teacher helps children learn. They learn with the teacher.

Florence Fernandez - I want to be a stewardess, because you get a lot of money. Stewardess go on the airplane. They take people places, like Las Vegas and New York, and all those places.

Maximo Gurule - I want to be a basketball player. I want to play for the New Mexico Lobos. I want to be a center or guard. I like basketball a lot.

Geraldine Rodriguez - I would like to be a secretary. They type and they pass papers to teachers, I think it is a good job.

Tandie Dee Silva - I would like to be a teacher, because I like teachers very much. They teach children things like math, spelling, writing, reading, science, health, language, and social studies.

Donna Sandoval - I want to be a nurse because I will help people in the hospital. I will help very sick people that are at their homes. When they have bad sicknesses I will help the doctor in the hospital. He gives the sick people medicine. He sometimes operates on people.

Alice Arellano - I want to be a nurse. I will help people get well. I will take good food to them. I will help people from getting sick and will help operate on people.

Albert Graves - I am going to be a policeman because it is a good job. I want to help my country. A policeman catches robbers.

Nancy L. Leyba - I want to be a cowgirl, because I like horses. And I would like a pair of cowgirl boots and a horse.

Do you know what the cowgirls do? They help people sometimes if they need help.

Danny Gonzales - I am going to be a policeman, because I want to be one. A policeman arrests robbers. He shoots pistols. He helps people.

Adrian Rodriguez - I want to be a state policeman and help people to be safe. They put bad people in jail. If they are speeding the policeman will give them a ticket.

Kelvin Sandoval - I want to be a cowboy because they kill cows and pigs and hunt for lions. Those are the things they do.

Jerry Chacon - I want to be a state policeman. A policeman goes after people. They help people. They kill criminals.

Daniel Tafoya - I want to be a basketball player, because they go on trips.

Student drawings were displayed at the PENCEP Teacher Media Center.

PENCEP
CAREER EDUCATION
10-14-1974

Mr. Nelson Lopez - Special Math

TOPIC: Math in Careers

OBSERVATION: Educational Awareness - Demonstrate increased interests and achievement in the educational program emphasizing communications and basic skills.

Goal Statements - The student will develop a greater understanding of how and why reading, writing, number skills, and science are used in most jobs. The students will relate skills learned in the classroom to those used by workers.

ECONOMIC AWARENESS - Understand the World of Work and its impact on self and society.

CONCEPT TO BE LEARNED - Awareness that personal interests will affect personal future; that economic activities include buying, selling, saving and borrowing; of individual needs and wants of relationships between interest, satisfaction of career, and of interdependence of society.

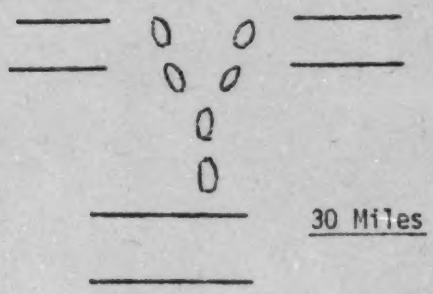
LESSON CAPSULE:

Mr. Nelson Lopez is giving a talk to his students concerning math and the many occupations related to it. He has chosen four specific occupations where math is needed in order to be able to have these particular jobs; (1) Air Pilot, (2) Carpenter, (3) Truck Driver, and (4) Consumer. A description will be given of each occupation and also their relation to math and the World of Work.

AIR PILOT During the flight, they radio to ground control stations to report their plane's altitude, air speed, weather conditions, and other flight details. The captain steers the plane to each point on the flight plan and changes altitude and speed as necessary. The captain and the co-pilot watch instruments that indicate the amount of fuel and condition of the engines, and provide navigation information.

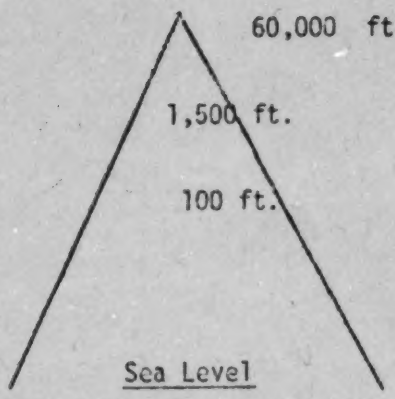
Mr. Lopez used a chart to explain to the student the use of math in the occupation of an air pilot.

CHART



Wind Velocity

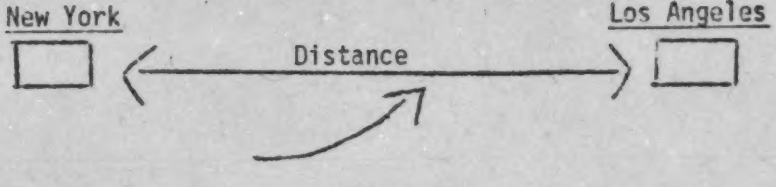
Weather Conditions



Planes Altitude

Meter

Air Speed

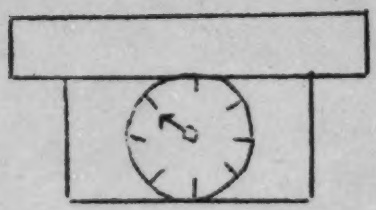


Point on the flight plan

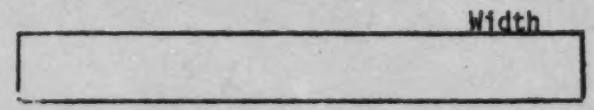
CARPENTER Carpenters, the largest group of building trades workers, are employed in almost every type of construction activity. They erect the framework in buildings and install windows, doors, paneling, cabinets, and other items. They also build stairs, lay hardwood floors, and install soft floor coverings such as linoleum and asphalt tile, etc.

Mr. Lopez used a chart to explain to the students the use of math in the carpentry occupation.

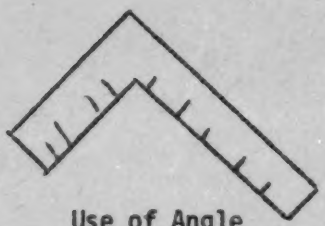
CHART



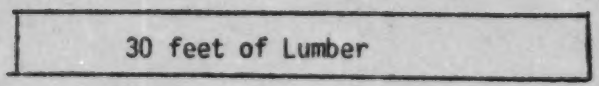
Weight Measurement



Length of Lumber (6 ft., 3 ins.)



Use of Angle



Cost of lumber (25¢ per foot)

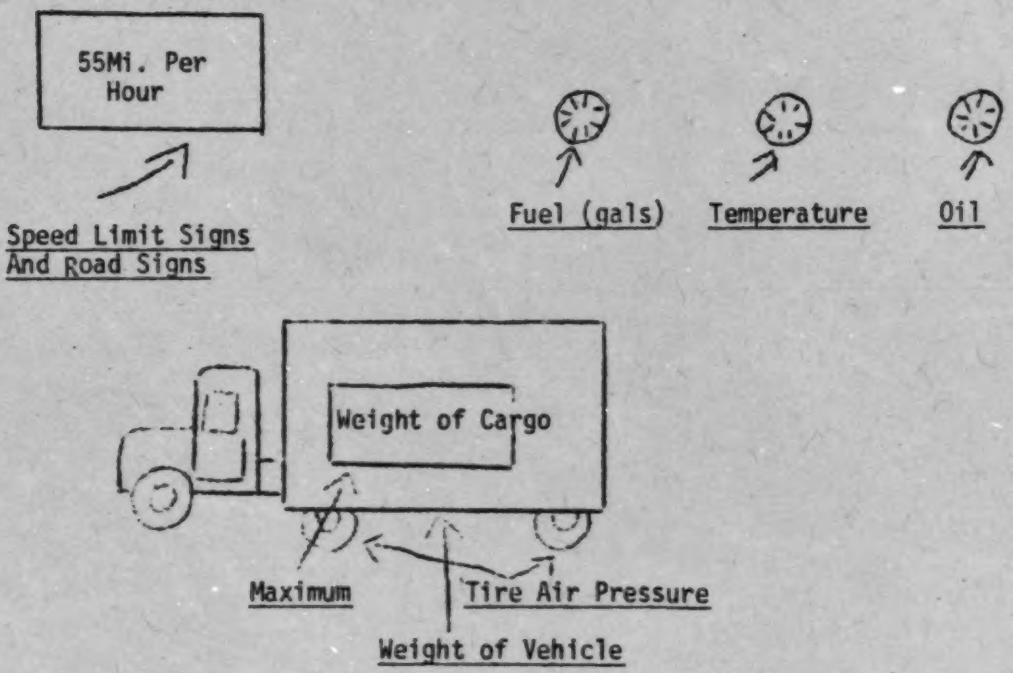
TRUCK DRIVER There are two types of truck drivers, local truck driver and the long-distance truck driver.

LOCAL TRUCK DRIVER Moves goods from terminals and warehouses to wholesalers, retailers, and consumers, in the area. They must be skilled drivers who can manuever trucks into tight parking spaces, through narrow alleys, and up to loading platforms.

THE LONG-DISTANCE TRUCK DRIVER The long-distance truck driver on highways and turnpikes are skilled and experienced professionals. They operate large tractor-trailers that carry goods hundreds or even thousands of miles.

Mr. Lopez used a chart to explain to the students the use of math in the occupation of a truck driver.

CHART



CONSUMER EDUCATION What do you have to know when you go to a store? Every student should know about the value of money.

CHART

know how to count change

Penny

Nickel

Dime

Quarter

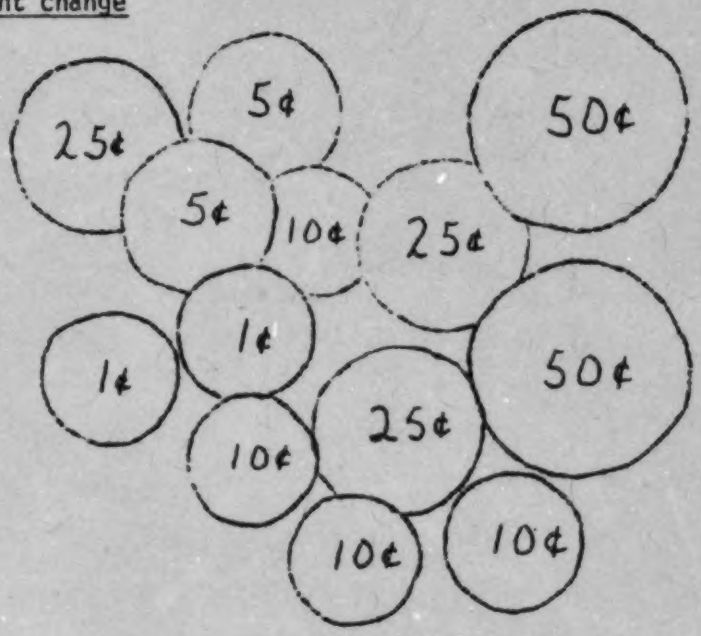
Half a Dollar

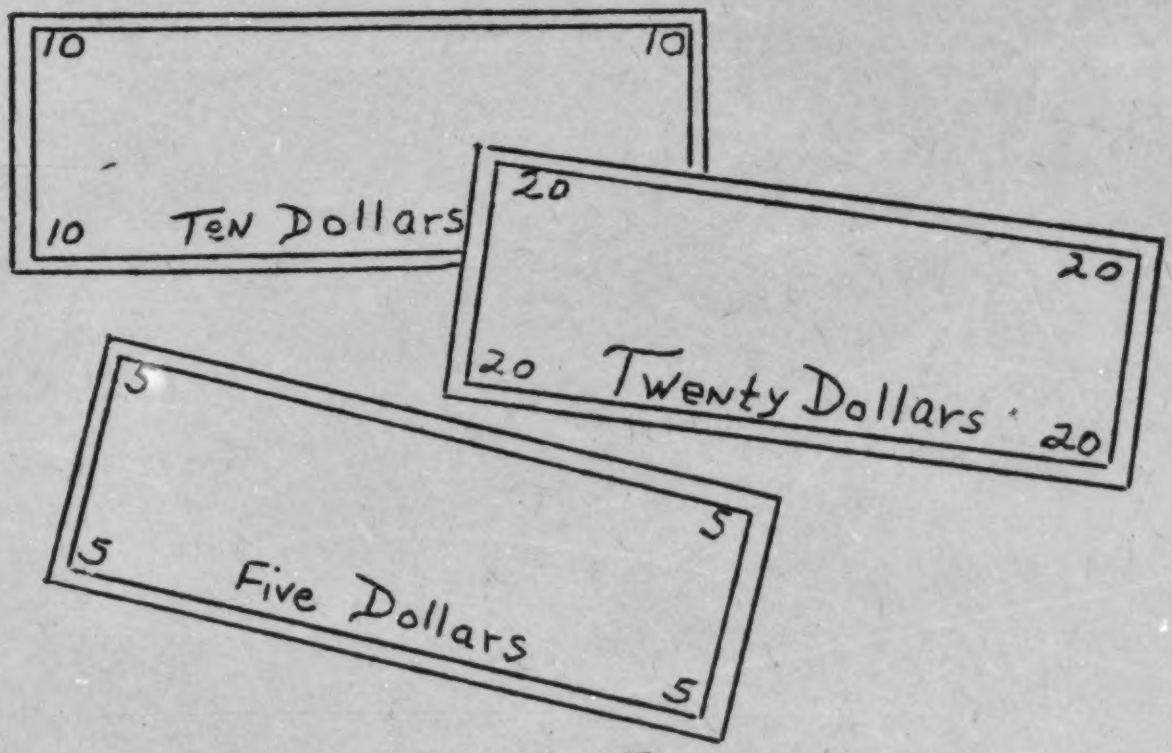
Dollar

Five Dollars

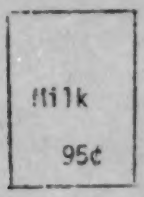
Ten Dollars

Twenty Dollars

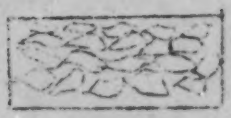




Know prices of food: meat, poultry, dairy products.



Half Gallon



Poultry 65¢ a lb.

Know how to read a recipe.

1 lb. flour

2 eggs

1 ts. salt

1 ts. sugar

2 cups milk

PENCEP
CAREER EDUCATION
12-3-1974

Mr. Nelson Lopez - 1:00 - 1:40 Intermediate Grades, Special Math

TOPIC: Dairy Farmer

OBSERVATION:

Right outside the school gates, students see cows which belong to the Penasco farmers. Some students know how to milk cows. Students are familiar with the type of chores which make the farming occupation a success. The richness and beauty of the farming community is rarely felt by people who live in the city. Students in Mr. Lopez's class know how it feels to be called farmers, because they have experienced the work.

LESSON CAPSULE:

Mr. Nelson Lopez's students are interested in learning about the dairy farmer and what the dairy farmer's daily work consists of. The students are mainly interested because Penasco is a farming community.

The students watched a filmstrip entitled, Dairy Farmers: Our Changing Ways of Life, which gave the students information about a push-button farm. The film illustrated the effects of modern technology on dairy farming as a business and a way of life.

The students found out that in order for a cow to produce milk, a cow must first bear a calf, and after each milking a cow's udders are washed with a disinfectant.

Discussion Session:

Mr. Lopez - How can Penasco farmers help dairy farmers in Albuquerque or larger towns?

Students - Penasco farmers, specifically the ones who farm hay and alfalfa in Llano and Rodarte, can sell their product to help feed dairy cows in other areas.

Mr. Lopez - What dairy products are made from milk?

Students - Ice Cream

Whipping Cream

Cottage Cheese

Cheese, etc.

Mr. Lopez - What type of jobs are available in the dairy farm?

Students - Milking the cows.

Cleaning milking equipment.

Feeding the cows.

Working with tractors and farming equipment.

Transportation of milk to market.

Mr. Lopez - What are some of the cows seen in the film?

Students - Brown Swiss, Holstein, Ayrshine, and Jersey.

Mr. Lopez - What do cows eat?

Students - Grass, clover, oats, hay and corn.

Mr. Lopez - What companies sell dairy products in New Mexico?

Students - Sierra Gold

Valley Gold

Mr. Lopez - If you were looking for a dairy farm job, what type of job would you want?

Students - One that pays good!

Mr. Lopez - What are some of the ways math is used in the occupation of a dairy farmer?

Students - Quantity of feed to buy for cows, and price.

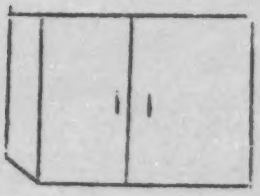
Know the prices of milk at the grocery stores (gallon and quarts)

Know the cost of transportation of milk from farm to market.

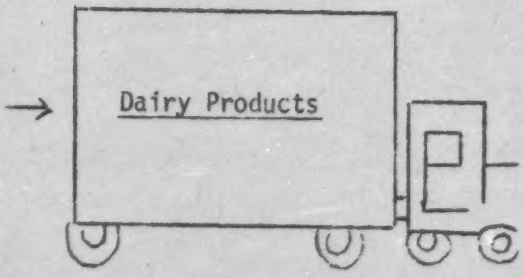
Another important facet of dairy farming is transportation of the milk to the market.

Milking the cow

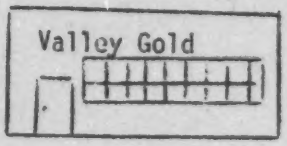
Storage of milk



Transportation

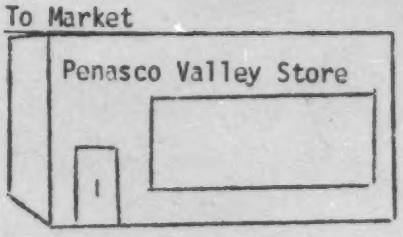


Dairy Industry



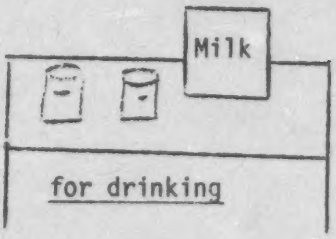
for pasturization

To Market



for sale

To Home



PENCEP
CAREER EDUCATION
12-3-1974

Mrs. Betty Padilla - Special Education, 1:55-2:35

TOPIC: Solamente Las Personas Enfermas Necessitan Drogas!

OBSERVATION:

Educational Awareness - Goal Statement

The student will recognize that learning helps him to do things for himself. The student will recognize that a relationship exists between learning and performing various tasks.

Appreciation and Attitudes - Concepts to be Learned: Awareness that a job well done is rewarded by self satisfaction and recognition from others and of types of recognition workers receive for performing occupational tasks.

Beginning Competency - Concepts to be Learned: Awareness that steps are involved in completing tasks; of safety in tool use; of relationships with other people in the classroom activities; and development of skills in listening, enacting, discrimination and manipulation.

LESSON CAPSULE:

Mrs. Betty Padilla's students are interested in coloring all the funny characters in a color book called "Katy's Libro Para Colorear Tocante A Drogas Y La Salud," Secretaria de Justicia de los Estados Unidos de America, Oficina de Narcoticas y Drogas Peligrosas.

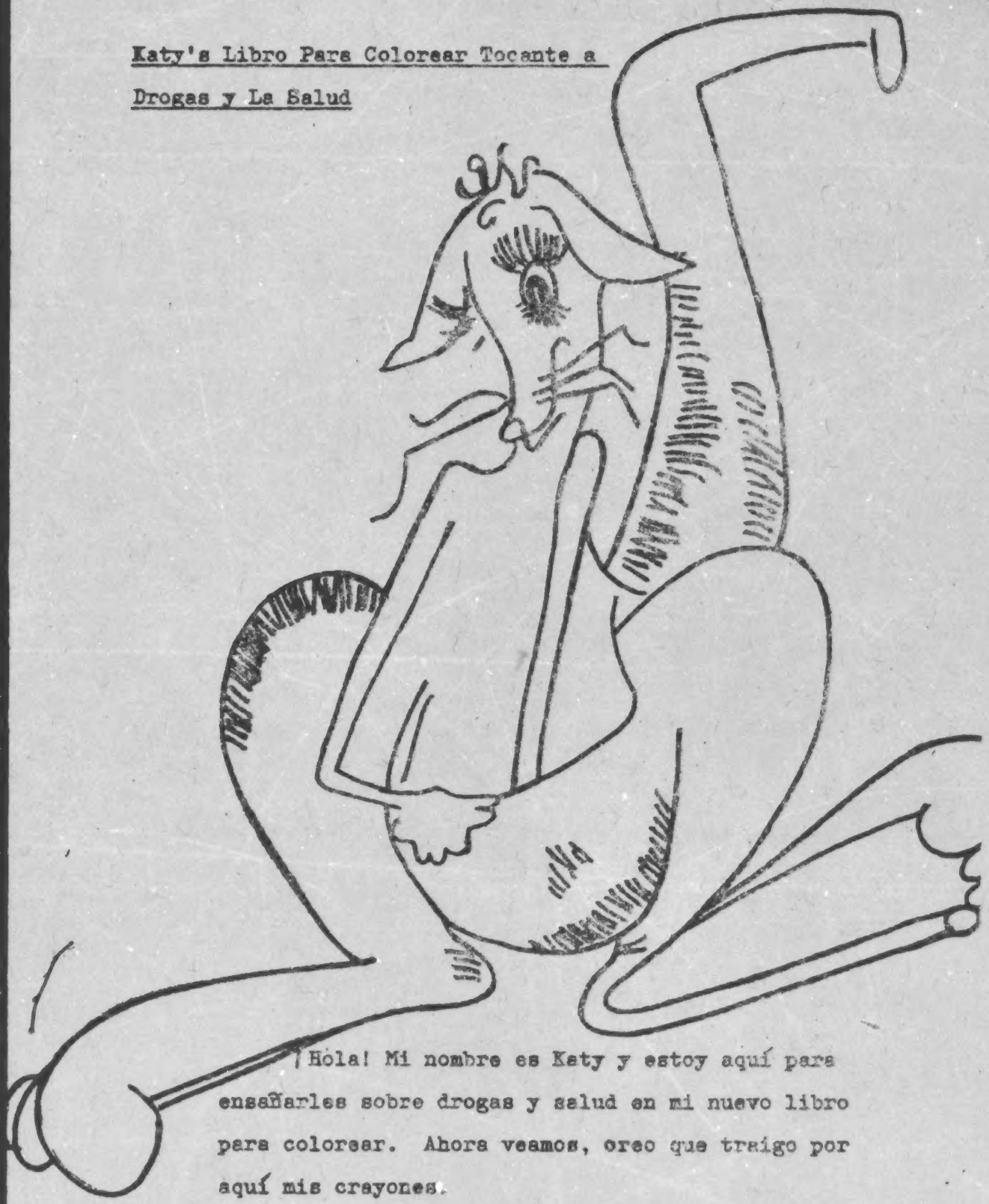
After the students finish coloring the pictures the teacher and students engage in a discussion about drug education. Portions of the color book content are as follows:

Drug Education:

- When you are sick rest in bed.
- Never take drugs which belong to another person.

- Be careful - don't mistake drugs for candy.
- Don't take medicine on your own. Let your parents give you your medicine.
- Some pills might look like medicine but they are really poison.
- Never eat, drink or play with poison.

Katy's Libro Para Colorear Tocante a Drogas y La Salud



¡Hola! Mi nombre es Katy y estoy aquí para ensañarles sobre drogas y salud en mi nuevo libro para colorear. Ahora veamos, creo que traigo por aquí mis crayones.

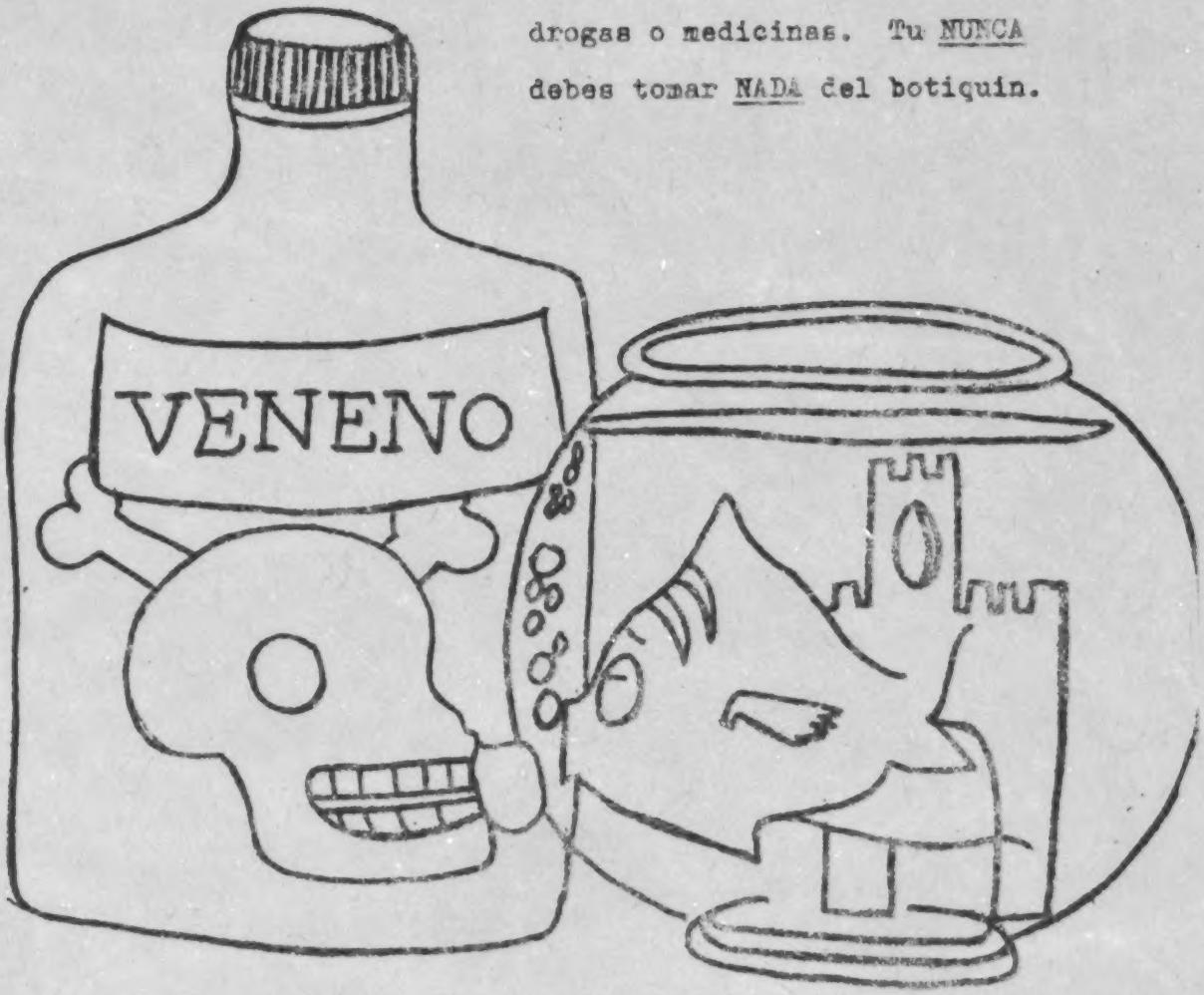
Si estas enfermo, necesitas descansar en la cama y tal vez necesitas medicinas. La droga es una medicina que alivia las enfermedadas, pero tambien puede enfermar a personas que están sanas.

Nunca tomas drogas o medicinas que sean para otra persona, lo mas probable es que te enfermes mas.

Las drogas que anuncian por radio y television son únicamente para personas que están enfermas.

Debes tener cuidado
por que a veces puedes
tomar drogas qur paracen
dulces y te pueden enfermar.

Solamente tus padres te deben dar drogas o medicinas. Tu NUNCA debes tomar NADA del botiquin.



Algunas cosas parecen drogas,
pero en realidad son venenos.
Se conocen por que llevan impresa
una calavera con dos huesos cruzados.
¡Nunca comas, tomes o jueges con
venenos!

Ahora dibuja y colorea una persona sana. Despues debuja y colorea una persona que haya tomado drogas sin necesitarlas y que por eso se vea muy enferma.

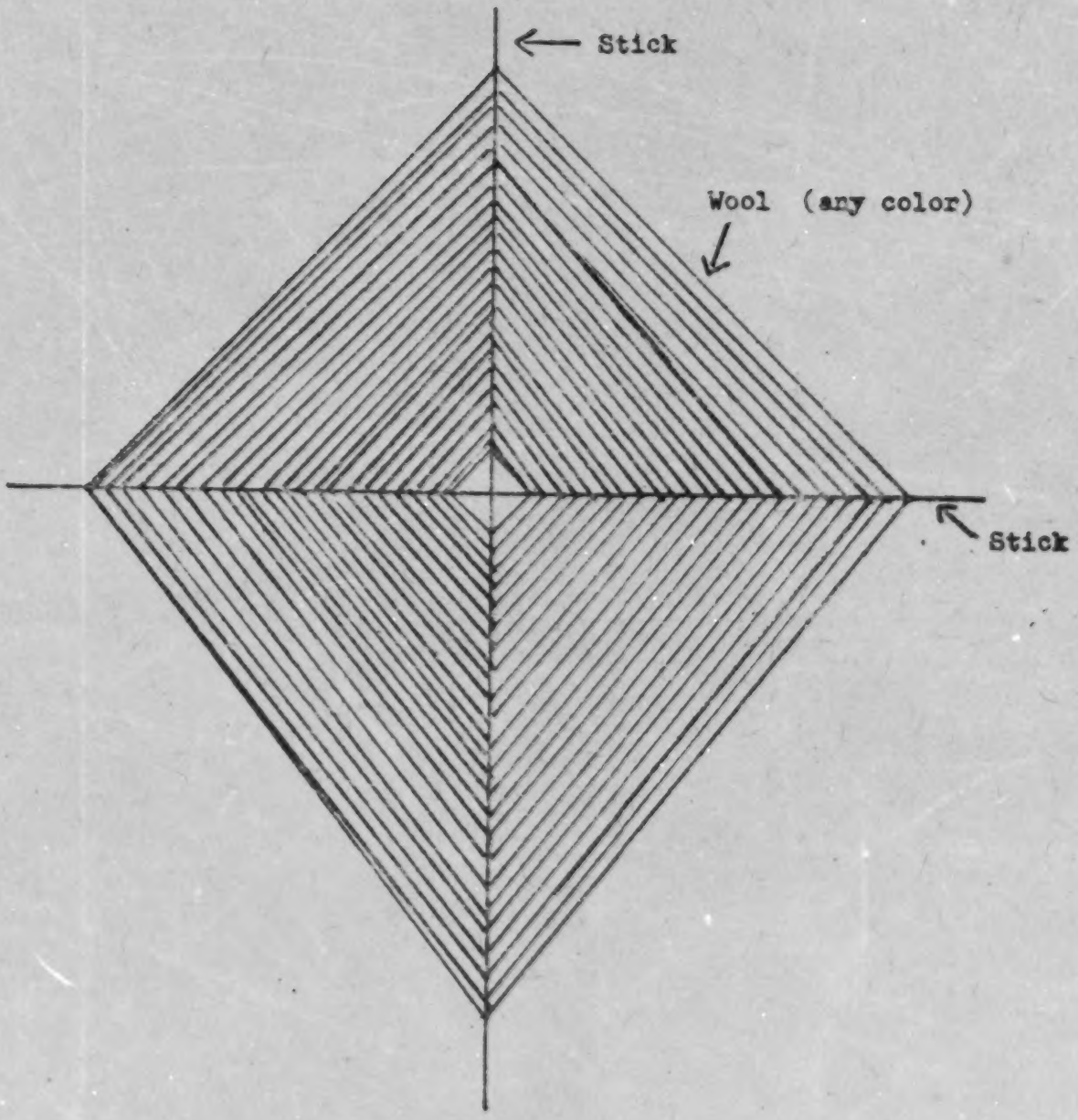
The teacher and students discussed the reason why sick people take medicine and also the reasons why healthy people shouldn't take drugs. What happens if they do? What happens to students who take medicine when they shouldn't, etc.

Ojos De Dios

Another activity that the students and teacher did---was to make Ojos De Dios. Each student got a chance to pick the color of yarn he or she wanted. Mrs. Padilla gave the students the directions formaking the Ojos de Dios and demonstrated for the students, when the students finished with their final product they displayed them.

When I visited their classroom the students were proud to show me their work. I took pictures of the students holding their Ojo De Dios.

Ojo De Dios



PENCEP
CAREER EDUCATION
11-8-1974

Sister Cecelia - 12:30 - 1:00, Intermediate, Fine Arts

TOPIC: Techniques of Interviewing

OBSERVATION:

First: The student is learning about the job of an interviewer; what type of questions can be asked and what to expect in an interview session.

Second: The questions focus around self awareness, awareness of the family duties, problems and situations that families have to solve. Some questions asked, give the students (interviewee) a chance to place himself in someone elses' shoes.

Third: The student shares and discusses with other students about his own ideas of family living.

LESSON CAPSULE: Interviewing

Sister Cecilia and her students are sitting quietly listening to 5 students on tape being interviewed. Sounds like interviewing is fun and very easy to do.

What are some of the questions the interviewer is asking the interviewee.

1. What does the word family mean to you?
2. What kind of things do you like to do with your family?
3. How are you different from other members of your family?
4. All families have problems at one time or another-lets talk about some of these problems.
5. Lets say you are a parent and three of your children want to watch three different programs on TV., what should you do?
6. Tell us a little about your family.

7. What are some of the responsibilities you and the other members of the family have?

After the students listen to the taped interview, Sister Cecilia askes 4 boys and 2 girls to volunteer to take the part of the interviewer. One at a time each student takes a turn at being the interviewer. The interviewer finds it easy enough to ask the question, but when the student can't or doesn't respond, then the interviewer had to find other ways of asking the question to get his fellow student to feel comfortable enough to respond.

The activity proved to be educational as well as interesting. The students were excited and each of them wanted to try the part of the interviewer.

Sister Cecelia made the comment that with time and practice the students would become well acquainted with the activity and learn more from it.

PENCEP
CAREER EDUCATION
9-10-1974

Miss Perla Arellano - Art - 1:00 - 1:40, 5th period

TOPIC: Picture Story

OBSERVATION:

Appreciation and Attitudes - Demonstrate an understanding and appreciation for the value of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self satisfaction.

The students drew and told stories which sometimes related to their real world and other times related to their imagination.

Some talked about themselves, family life, pets, adventure, and others talked about a certain daydream which might have related to what they wanted to be in the future.

LESSON CAPSULE: Art Appreciation

Picture Story

The students were making picture stories, the instructions are:

(1) fold paper into three or six equal sections

(2) top half of paper - write story

(3) bottom half of paper - draw picture

Both the story and picture are in sequential order.

I went around to the individual students and asked them to let me see their pictures and tell me about their story.

The stories are as follows:

Yolanda Garcia

Frame 1 A lady puts on her coat to go shopping.

Frame 2 She comes back and cooks supper.

Frame 3 After she cooks supper - goes to bed and rests.

Sarah Archuleta

Frame 1 The cat saw a rat.

Frame 2 The cat ran after the rat.

Frame 3 The cat caught the rat and ate it.

Cathy Medina

Frame 1 A girl plants a flower.

Frame 2 The flower grows.

Frame 3 The girl waters the plant and it keeps growing.

Frame 4 The girl cuts the flower.

Frame 5 She puts the flower in a vase.

Frame 6 She gives the flower to a friend.

Janice Graves

Frame 1 The girl has a doll.

Frame 2 A boy takes the doll.

Frame 3 The girl cries.

Henrietta Lopez

Frame 1 Henrietta sees a dog.

Frame 2 Henrietta goes out with a bone.

Frame 3 Henrietta throws a bone and dog goes out and gets the bone.

Annabelle Sanchez

Frame 1 Annabell's mother Celia, is watching TV.

Frame 2 Her brother is talking and watching TV.

Frame 3 Father, mother, brother, are all watching TV.

Marcella Romero

Frame 1 Marcella is riding her bike.

Frame 2 Marcella is going fast.

Frame 3 Marcella falls down.

Frame 4 Marcella tears her pants.

Frame 5 Marcella goes home.

Frame 6 Marcella's mother yells at her because she tore her pants.

Yolanda Leyba

Frame 1 Cathy - The picture shows when Cathy is 8 years old.

Frame 2 Cathy - The picture shows when Cathy is 13 years old.

Frame 3 Cathy - The picture shows when Cathy is 18 years old.

Frame 4 Cathy - 25 years old - Cathy is a mother. (Cathy is Yolanda's friend.)

Liza Brito

Frame 1 Gary, a dog, chased a cat into the market.

Frame 2 The cat went into the market and into the refrigerator and got a fish.

Frame 3 The man from the store hit the cat and chased him out.

Michelle Gurule

Frame 1 Michelle sees her cat.

Frame 2 Michelle's cat is running to her because he is hungry - "Hi Pepper."

Frame 3 Michelle gets a bowl of cat food and feeds it to her cat.

Gloria Lucero

Frame 1 Gloria is going to the store to buy bread, ice cream, and candy.

Frame 2 Gloria is eating the candy.

Frame 3 Gloria gained weight - she got fat.

Johnny Velarde

Frame 1 Johnny, a friend Jamie and Raymond - Johnny's brother are together.

Frame 2 The three are going car racing.

Frame 3 Johnny turns over, Jamie wins the race, and Raymond gets second place.

Clyde Romero

Frame 1 A pilot was on a mission to fly a plane.

Frame 2 The pilot's plane ran out of fuel.

Frame 3 The pilot jumped out of the plane and landed in a canyon. He walked along a ditch, came to a house, and was rescued.

Anthony Valdez

Frame 1 Anthony, Clyde and Bobby were car racing.

Frame 2 Bobby and Clyde wrecked.

Frame 3 Anthony was pulling a jeep. The chain broke, the jeep blew up, and Anthony got hurt.

Donovan Lieurance

Frame 1 Donovan got out of bed

Frame 2 Got his clothes on

Frame 3 Got in his car

Frame 4 Car #43

Frame 5 Started racing

Frame 6 Going fast

Frame 7 Won the race-got a trophy

Frame 8 Went to a bar

Frame 9 Celebrated.

Jamyie Vigil

Frame 1 Johnny went on a fishing boat.

Frame 2 Johnny saw a fish.

Frame 3 Johnny got his rod and caught the fish.

Frame 1 Johnny was going in an airplane when a German plane crashed into the propeller.

Frame 2 Johnny got his parachute and the plane went down.

Frame 3 The airplane crashed and Johnny landed safely.

PENCEP
CAREER EDUCATION
11-22-1975

Mr. Horacio Romero - Science, 5th period, 1:00-1:50, 9th Grade

TOPIC: A Career For You

OBSERVATION:

Educational Awareness - Demonstrate increased interests and achievement in the education program emphasizing communication and basic skills.

FIRST - students learn about different careers, sometimes careers they did not know existed.

SECOND - students learn about the careers which interest them.

THIRD - listening to other students report about careers will give some students a chance to think about what they want.

The students have a chance to share their ideas about what they want to be. This in turn inspires other students who haven't made up their minds or are searching and looking for what they want. Students get a chance to hear information about different careers. By listening to the reports they get information and learn to share ideas and maybe someone might get an inspiration for a career.

Time did not permit me to critique all the oral reports written by students in Mr. Horacio Romero's science classes, therefore I would like to show my appreciation to Mr. Romero and also take time out to thank him and his students for the many hours in and out of class in research of about 100 reports written by students in his class.

LESSON CAPSULE:

Learning about different careers is what has caught the interest of the students in Mr. Horacio Romero's Science class. The students have written career reports and are giving oral reports to the class.

Carla Miera - is interested in finding out about a job of a doctor.

Patricia Martinez - is interested in finding out about a job of a veterinarian.

Becky Sanchez - is interested in finding out about a job of a surgeon.

Antonette Mascarenas - is interested in finding out about a job of a pharmacologist.

Ivan Arellano - is interested in finding out about a job of a crop scientist.

Pat Lopez - is interested in finding out about a job of an oceanographer.

DOCTOR

Carla Miera - Physicians diagnose diseases and treat people who are suffering from injury or disease. They also try to prevent illness by advising patients on self care related to diet and exercise.

EDUCATION - Approximately 20 years of schooling.
- high school diploma.
- liberal arts degree
- 4 years medical school
- 1 year intern
- 2 to 5 years residency (under supervision)

TRAINING - Should start in high school with specific concentration on math and science, also sociology, economics, and English.
- College courses, concentrate again on math, science, English, and also a foreign language.
- Medical college admission test
- 1st and 2nd years of medical school, medical science, anatomy, biochemistry, physiology, microbiology, pathology, and pharmacology.
- Internship: working at hospital with own patients; help in surgery.
- Residency: all type of work pertaining to your field but still under supervision.

SALARY - The pay is usually good.
- 1972 interns earned $8,833 to $10,076
- 1972 qualified physicians earned $44,000

- Doctors in private practice earn about $35,000 annually.

WORKING HOURS - Doctors have no certain working hours. They work long days and irregular hours. Doctors work whenever they are needed.

LOCATION - There is no certain location for a doctor to find a job. Doctors are needed everywhere.

BENEFITS - They get discounts for medicine and hospitalization for themselves and for their family. Doctors get vacations whenever they want them.

There are about 305,000 doctors in the United States, 10 percent are women.

VETERINARIAN

Patricia Martinez - A veterinarian diagnoses, tests, and controls diseases and injuries among animals.

EDUCATION - High School: English, math, chemistry and general science

- 2 years of pre-veterinary college
- 4 years of professional veterinary study

EARNINGS - Federal government jobs: $11,500 per year

- University vets $13,500
- Private practice earn more

HOURS - Hours are long and irregular

JOB PLACEMENT - Beginning veterinary graduates can enter private practice treating domestic pets, farm stock or animals at zoos, race tracks, and circuses.

- He can work for a federal, state or local health agency.
- He can find employment with companies that produce food or drugs for animals.
- Faculty positions in veterinary school are sometimes open.
- Research is an expanding field, particularly in the use of animals to test vaccines.

GETTING STARTED - It is easy for the beginner to get started in any of the careers open to a veterinarian except that of a teacher.

SURGEON

Becky Sanchez - A surgeon performs surgery to correct deformities, repair injuries, prevent disease, and improve function in patients.

A surgeon's life is not easy. He must spent a lot of his time in the hospital. Before he performs surgery to a patient, he scrubs his fingernails and hands for ten minutes. He will have equipment ready and prepared before an operation.

The job of a surgeon will never get easier. What if some things go wrong? What if the hand should slip? What if the patient's heart stops beating?

Once an operation is decided on, once it has begun, it has to be done right. A surgeon can rarely go back and fix up anything, change anything, or try some other way. He must move precisely as well as swiftly.

He is to give a full report, before the operation, of how it will be performed. And after it has been completed, he must also report to the parents as well as to a head leader or doctor of the hospital. If by chance an operation does not succeed, and it has failed, he must be ready to report on that as well.

He must be prepared for a court and be able to face it and answer a case, if the relatives have filed for one. So he must have a lawyer and be able to prove his points at all times.

SALARY - $20,000 or more a year.

HOURS - Vary on the individual surgeon.

FUTURE - Excellent

EDUCATION - From 9 to 14 years of training beyond high school.

COLLEGE - Biology, physics, inorganic and organic chemistry.

PHARMACOLOGIST

Antonette Mascarenas - Pharmacologist conduct tests on animals such as rats, guinea pigs, and monkeys to determine the effects of drugs, gases, poisons, dusts, and other substances on the functioning of tissues and organs. They may develop new or improved chemical compounds for use in drugs and medicine.

EDUCATION - A bachelor's degree with a major in one of the life sciences is a minimum requirement.

TRAINING - A pharmacologist's training includes field work, laboratory research as well as classroom preparation.

WORKING CONDITIONS - When at work they are in a well lighted, well ventilated, and clean laboratory. Some scientist's jobs require working outdoors under extreme weather conditions or living in remote locations.

WORKING HOURS - Working hours vary widely according to the kinds of organization the scientist works for, and the research in which he is engaged. But usually they work long hours because of making new discoveries.

SALARY - Scientists with bachelor's degree begin at $7,694 or $9,520 a year depending on their academic records or previous work experience. PHD's $13,996 to $16,682 per year.

JOBS - Scientists can be engaged in teaching and research work in college and universities. Also government agencies, research laboratories and health foundations.

FUTURE EMPLOYMENT - Is expected to increase rapidly and be in popular demand because of those who die or retire or transfer to other fields of work in science.

CROP SCIENTIST OR AGRONOMIST

Ivan Arellano - Conducts experiments or investigations in field-crop problems and develops new methods of growing crops to secure more efficient production, higher yield, and improved quality.

le

The crop scientist works outdoors a good deal of the time; he should therefore be an active, hardy person in good health. There are many opportunities for young men and women with non-farm backgrounds. The main requirements are a lively curiosity about growing things, a desire to discover more about them, and the ability to communicate this knowledge. He should be intelligent and alert.

EARNINGS - In the Federal Government, in early 1973, life scientists having a bachelors degree could begin at $7,694 or $9,520 a year, depending on their college records. Beginning life scientists having the master's degree could start at $9,520 or $11,614, depending on their academic records or previous work experience. Those having a Ph. D. degree could begin at $13,996 or $16,682.

BENEFITS - The federal and state government, as well as large private companies, offer in addition a variety of fringe benefits, such as paid vacations, sick leave, and life and health insurance at low rates.

WORKING HOURS - Crop and soil scientists work from 37 to 40 hours a week. In the field, however, the hours may be irregular with weekends required.

EDUCATION - A bachelor's degree is required. Teachers and scientist doing research must have a graduate degree, often a Ph. D.

HIGH SCHOOL COURSES - A college degree-preparatory course with good foundation in biology, chemistry, physics, mathematics, and English.

OCEANOGRAPHER

Pat Lopez - Oceans cover more than 2/3 of the earth's surface. The ocean provides people with food, fossil fuel and minerals. The oceans also influence the weather, serve as a "highway" for transportation and offer many kinds of recreation. Oceanographers use the principles and techniques of natural science, mathematics, and engineering to study oceans--their movements, physical properties and plant and animal life.

HIGH SCHOOL COURSES - English, math, science, and foreign language.

COLLEGE - Physics, chemistry, biology, mathematics, and foreign language.

EARNINGS - Working with the federal government a graduate with a bachelor's degree starts at $8,292 to $10,258. With a master degree an oceanographer will get about $10,258 to $11,526, those with a Ph. D., get about $13,096 to $14,192.

PENCEP
CAREER EDUCATION
5-14-75

Mrs. Floraida Martinez, 7th grade STD - 9:15 - 10:00 daily

TOPIC: Satellite Technology Demonstration

OBSERVATION:

Concepts to be Learned - Self- Awareness Exploration of interests in work roles of associated roles with emerging values while experiencing work tasks and then recognition of the worth of different value systems and by learning to resolve problems of conflict.

Concepts to be Learned - Educational Awareness Exploration of various learning experiences in relation to possible use in occupational groups, of external factors which may affect his interest in certain occupations.

Concepts to be Learned - Career Awareness Exploration of jobs which make up various classifications of the relationship between occupational requirements and educational development and the relationship between career choice, rewards, and individual life styles.

LESSON CAPSULE:

The Satellite Technology Demonstration is a telecommunication system used to broadcast educational television through a satellite thousands of miles in space. The satellite is stationed 22,300 miles above the equator. Actually, established is the largest non-military extraterrestrial telecommunication system in the world. Including the 8 Rocky Mountain States, the Alaskan and Appalachian, there are 130 satellite Earth stations across a 23 state region. The eight states participating in the Rocky Mountain Region are the following: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming. The seven sites in New Mexico are: Cuba, Dulce, Penasco, Mora, Questa, Springer, and Wagon Mound.

In the Rocky Mountain Region the students are learning about Career Education through the STD. The Penasco 7th graders who were chosen for the demonstration are seeing 81 satellite Career Education broadcasted (live), programs.

2a

Mrs. Floraida Martinez was chosen as the Career Education teacher for the STD; As the Site Coordinator, I assist Mrs. Martinez.

Time does not permit the explanation of all the different aspects of the STD but, Mrs. Floraida Martinez, the students, and myself would like to share with you a very brief, intimate and personal view of how the over all STD affected the Penasco 7th graders and ourselves.

When the Satellite Technology Demonstration first started September 9, 1974, the students, Mrs. Floraida Martinez and myself were all very excited. Mrs. Martinez told the students what the STD was all about and why our school was participating in the demonstration.

The first comments we heard about the STD, came from the parents of the seventh grade STD class who had come to the Penasco Schools Open House. The majority of the visitors to the STD classroom were commenting that their children were partaking in the STD, and that their children had been talking about the program at home. Penasco Schools Open House night lasted four hours and in that time sixth to seventh percent of the parents spoke about the STD to Mrs. Martinez the Career Education Teacher and I. The parents asked for information about the program.

There are several topics that Mrs. Martinez, the students and myself have discussed during the demonstration that we would like to share with you. One thing we have noticed is that the excitement and the newness of the STD program has never worn off.

One of the discussion topics amongst ourselves has been about the characters who appear on the daily programs called the J-Series. On one segment of the J-Series called Crossroads Corner the students learned about self-awareness, values, attitudes, and interests, etc. The Penasco students really enjoyed seeing Eddie Nolan who comes out in Crossroads Corner. The students could and did identify with him. "Eddie was a good kid who obeyed his mother and did what he was told," at the end of the J-Series program this was the over all evaluation the students at Penasco had given Eddie. This is a strong

characteristic which places high priority in a town such as Penasco; Honor Thy Father and Mother . . . Of all the characters seen over the STD, Eddie rated #1 in Penasco.

To show you an opposite view . . . the students just couldn't stand Dr. DOT. The material Dr. DOT covered about the Dictionary of Occupational Titles and what he had to say was of great importance to anyone learning about career education but the students felt that Dr. DOT was talking down to them, and secondly, they felt he spoke too fast.

Going just a bit further . . . whether or not it has any value, "It was kind of a relief to hear the first semester students make the particular negative sound or gesture when Dr. DOT came out because in comparison to the second semester students, everything went so smoothly."

The whole idea of the demonstration was for students to comment on what needed improvement or change . . . the student in Penasco did just that.

Many good revisions were made the second semester, but I personally believe some of the charm was lost in the process.

The STD lends itself to conversation. Many times we heard the students talking about occupations which interested them. Sometimes, even subconsciously when the students asked questions over the monitor - - - the teacher automatically knew that the student had asked the question because that was where the student interest lied.

There were alot of sites who wanted to ask questions, about the topic of the day, to Denver. The time in which to ask questions was limited and sometimes Penasco was not called for three or four days.

Everyday the students would write down the question they wanted to ask over the monitor and Mrs. Martinez and myself would collect the papers. A few times, some students did not get a chance to ask his question . . . consequently, we noticed that the next day he would write down the same question. Some of those questions repeatedly asked were the following:

(1) How many years of college do you need to be a clerk typist?

(2) How much money does a game warden make a year?

(3) What type of training or education do you need to be a private detective?

(4) How much education does a news commentator need?

(5) What courses do you need to become an astronautical engineer?

(6) Is a computer operator in the Technical Occupations?

(7) What are the A.I.T.'s (aptitudes, interests, and temperments) of a dental assistant.

I know that the students sincerely wanted to have their questions answered. Time and time again, I heard the students say "Oh! Helen didn't call Penasco today." The reason I mentioned this, is because on the last Foot Prints' Program (shown once a month for the community) which was called Brass Tacks, I asked a question which was pertinent to the comment cited above. Mr. Don Rea was the guest host for the program and Mr. Horacio Martinez the Site Coordinator for Mora, was one of the guest speakers.

I asked Mr. Horacio Martinez, "How did the students in the ROT Sites, who did not have the Two-Way Audio Communication Capability, feel?

Mr. Martinez's answer was that his students felt left out sometimes, especially on Fridays. Most of the Friday Time Out programs were reserved for "Live Interaction" between sites and Denver.

After the Brass Tack program I thought about what Mr. Horacio Martinez had said, and I had never stopped to think how "out of it" some students felt. Well, I am glad now that even though we did not get a chance to ask all our questions over the STD, we were fortunately able to ask questions. We were fortunate to have the two-way communication capability and other sites like Mora, did not.

Sites who did not have the two-way audio wrote letters to the Denver people. Many of their letters were answered right on the live program. The first semester career education experts and hosts who answered our questions on Time In were Gene Guerin and Karen Beard. The second semester our daily questions were answered by Helen Lonsdale.

There are so many good comments to say about the STD. The majority of the programs were fantastic. Absenteeism was not a problem in the Penasco STD classroom because of the interest and motivation created by the program. The students shared their hopes and ideas about their future with each other. The nicest comment about the STD came from the students who said that they enjoyed learning about the World of Work because they were finding a place in it for themselves.

In the classroom the students had alot of questions to ask and most of them were answered by Mrs. Floraida Martinez and, she also sent the students to do some research at the library. On Friday, February 28, 1975, the live interaction program centered its topic of conversation on the ATS-6 Satellite. The students had gobs and gobs of questions to ask. Mrs. Martinez suggested that we write Helen Lonsdale and maybe she would answer some of them for use. A few days after we had sent the letter to Denver, we heard Helen say over the T.V. monitor that she would answer our letter by mail. How Helen ever found time to write each of the students a personal letter plus do her regular load of work at the Network Coordinating Center in Denver . . . Believe me it was certainly well appreciated.

The students were so proud of their letters. They wanted Mrs. Martinez to put them on display in the classroom because they wanted to share the letters with everyone.

When I stop to think of that particular experience, everything that was done for the STD was well worth it. Although, there were days when we had our ups and downs. Our daily routine was reporting to Denver through the two-way radio. There were days when the snow was piled up on the 10 foot Parabolic Reflector. The 10 foot Parabolic Reflector was like a land mark for each of the 56 Rocky Mountain Sites. During freezing weather the students and I would have to go sweep the snow off the reflector. Mrs. Martinez would have to keep a look out and see if the bar on the color TV was free of salt and pepper.

Decisions, decisions . . . Then there was the time when the second semester STD class had to be chosen from the two remaining groups of 7th grade students. The sad part about it, is that both groups wanted to participate but there was only enough classroom space for one group. That was a tough decision for the High School Principal, Mr. Alfredo Dominguez to make.

There have been many requests from the Penasco Junior High and High School teachers to view the STD programs. I have tried to share the materials with as many teachers and students as possible. One comment which I recollect was when I showed a group of twenty-five students in Dr. Rupert Clark's class the J-Series tape on Values. The students said "they never perceived that values were that important but that they had gotten a different perspective from the program."

My friend and colleague, Stephine Gurule worked along side of me, and gave me tremendous help with the STD. The Superintendent, Felix L. Duran; the STD State Coordinator, Mr. Don Rea; the two principals, Mr. Edward Leyba and Mr. Alfredo Dominguez have all offered their help and guidance with the STD; Miss Reyna Dominguez the PENCEP Project Secretary has typed alot of the materials which we shared with the community, the teachers, the parents and the students. I was happy to have gotten a chance to work with such a wonderful and thoughtful person as Mrs. Floraida Martinez.

One last comment, I would like to make . . . sometimes I stop to think about machines replacing teachers, but for personal and selfish reasons I hope it never happens. I was telling Mrs. Martinez the other day that something had been bothering me about the two-way communication radio; every morning when I reported to Denver the person answering on the other side, called me by my first name. I never even got a chance to see or meet him. I would say "darn it" I wish I knew the person I was talking to!

The Penasco 7th grade students would like to share with you their STD letters.

PENCEP PENASCO CAREERS EDUCATION PROCESS
PENASCO INDEPENDENT SCHOOLS • P.O. BOX 318 • PENASCO, NEW MEXICO 87553 • (505) 587-2283

March 3, 1975

Satellite Technology Demonstration
Suite 300B - 2480 West 26th Avenue
Denver, Colorado 80211

Ms. Helen Lonsdale:

The second semester STD 7th grade class has been quite enthused about asking many different questions relating to the J-Series.

I would like to show you their enthusiasm by sharing with you the many questions which the students were ready to ask during the Live Interaction Broadcast-February 28, 1975.

First of all I would like to say that many of their questions were answered and I am confident many more will be answered in the future.

What amazed me the most is the sophistication of their questions and the terminology being used. This is a credit to the J-Series because of the good quality of information the students are receiving daily through their interaction with the Satellite Technology Demonstration.

I did in truth tell the students that Mrs. Floraida Martinez and myself have been really pleased with their work, and that along with the other sites in the eight state region-the students in Penasco are up to par.

Without further ado-their questions:

Cathy Sanchez

1. How long does it take the satellite to go around one time?

Lenora Sanchez

1. How many pounds does the satellite weigh?
2. How big is the satellite?
3. How wide is the satellite in diameter?
4. How was the satellite put in space?

Michael Lopez

1. How fast does the satellite travel?
2. How many years did it take to build the satellite?
3. What materials were used to build the satellite?

PAUL SHELFORD, JR.
Project Coordinator

ANGELINA ROMERO
Teacher Coordinator

MOISES MONDRAGON
Placement Officer

Joseph Lovato

1. How can people communicate through a satellite?
2. How does the satellite stay up in space?

Carl Lopez

1. How is the satellite moved from one footprint to the other?
2. Is the satellite moving with the same speed as the earth?
3. If it is-how do they keep it going at the same speed as the earth?
4. How much longer do we have to use the satellite?

Wilbert Ortega

1. Who started the whole thing about the Satellite Technology Demonstration.
2. I like this program very much.

Ramona Lopez

1. Was it hard to make the digital coordinators for all the sites?
2. Why don't they make more blue boxes for the sites that do not have them.

Pat Lopez

1. How many parts does the satellite have?

Leonard Medina

1. Who was the one who invented the idea of making the satellite?

Toby Olguin

1. Where was the satellite made?

Angela Pachezo

1. How did you know that once the satellite was made that it would work?

David Medina

1. How many people work for the Satellite Technology Demonstration Program.

Eloy Mascarenas

1. How much did the satellite cost to send it up into space?

A Thank You, to you Helen, Dr. Al McWilliams and the many other people who are helping us during interaction time.

Sincerely yours,

Angelina Romero Sullivan

Angelina Romero Sullivan
Penasco 7th Graders
Mrs. Floraida Martinez

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Satellite
Technology
Demonstration

Suite 300B
2450 West 20th Avenue
Denver, Colorado 80211

Telephone 303) 458-

Cathy Sanchez

Dear Cathy,

It takes 24 hours for the satellite to go around (with the earth) one time.

We are happy to hear that you are enjoying our programs and hope you will find them helpful as you continue to watch.

Sincerely,

Helen

Helen Lonsdale

eration of
ky Mountain
es

Satellite
Technology
Demonstration

Suite 3600
2480 West 26th Avenue
Denver, Colorado 80211

Telephone 303) 458-80

Lenora Sanchez

Dear Lenora,

The satellite weighed 3000 pounds when launched and weighs 1950 pounds now. The satellite is 52x26 feet with the diameter of the solar panels measuring 52 feet. The antenna is 30 feet in diameter. The satellite was launched last May by a Titan 3C.

We are happy to answer your questions and glad that you are enjoying our programs.

Sincerely,

Helen

Helen Lonsdale

deration of
cky Mountain
les

Satellite
Technology
Demonstration

Suite 300B
2480 West 26th Avenue
Denver, Colorado 80211

Telephone 303) 458-8(

Michael Lopez

Dear Michael,

The satellite travels 6885 miles per hour. The design process for the satellite took three years. Then in 1969 the construction of the satellite began. Materials that were used to build the satellite included: gold, steel, iron, magnesium, plastics, copper, aluminum, silicon, germanium, etc.

Thank you for your questions and interest. We are happy to hear that you are enjoying our programs and hope you will continue to watch.

Sincerely,

Helen

Helen Lonsdale

deration of
cky Mountain
tes

Satellite
Technology
Demonstration

Suite 3000
2480 West 26th Avenue
Denver, Colorado 802

Telephone 303) 458-6

Joseph Lovato

Dear Joseph,

Thank you for your good questions. The people communicate through a satellite like a radio--receiving and transmitting waves. The satellite stays in space because its energy (speed around the earth) exactly balances the pull of gravity.

We are happy to hear that you are enjoying our programs and hope you will continue to watch.

Sincerely,

Helen

Helen Lonsdale

...deration of
...cky Mountain
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Satellite
Technology
Demonstration

Suite 300B
2460 West 26th Avenue
Denver, Colorado 80211

Telephone 303) 458-8

Carl Lopez

Dear Carl,

The satellite is rolled up, yawed, and pointed to move from one footprint to another. The satellite must move faster than the earth to stay in the same relationship with the earth. We will use the satellite until May of 1975, at which time it will be moved to India. The expected life of ATS-6 is two years; however, it will probably last longer. (ATS-3 was designed for two years also, and it is now in its eighth year of operation.)

It is so nice to know that you watch and enjoy our programs.

Sincerely,

Helen

Helen Lonsdale

deration of
ocky Mountain
ates

Satellite
Technology
Demonstration

Suite 3003
2460 West 26th Avenue
Denver, Colorado 80211

Telephone 303) 458-

Wilbert Ortega

Dear Wilbert,

To answer your question: "Who started the whole thing about the Satellite Technology Demonstration?" The National Aeronautic Space Administration (NASA) helped begin the experiments for the satellite.

We are happy to hear that you enjoy our programs and hope you will continue to watch.

Sincerely,

Helen

Helen Lonsdale

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y Mountain
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Satellite
Technology
Demonstration

Suite 300B
5160 West 20th Avenue
Denver, Colorado 80214

Telephone 303) 456-80

Ramona Lopez

Dear Ramona,

The design and construction of the digital coordinators were not too difficult, according to our engineers. However, putting the system into operation turned out to be more complicated than had been believed. Since each blue box costs at least $5,000, there was not enough money to install them in every site.

Thank you for your questions, and we are very happy that you are enjoying our programs. We hope you will continue to watch and enjoy them.

Sincerely,

Helen

Helen Lonsdale

...tation of
...ky Mountain
...es

Satellite
Technology
Demonstration

Suite 3000
2480 West 26th Avenue
Denver, Colorado 80211

Telephone (303) 458-8...

Pat Lopez

Dear Pat,

The satellite has at least 100,000 parts. (A large car has about 15,000 parts.)

Thank you for your question. It makes us happy to know that your class watches our programs, and we hope that all of you will continue to watch and enjoy them.

Sincerely,

Helen

Helen Lonsdale

...ication of
...cky Mountain
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Satellite
Technology
Demonstration

...Suite 700R
2480 West 26th Avenue
Denver, Colorado 80211

Telephone (303) 458-6

Leonard Medina

Dear Leonard,

Communications satellites were first envisioned by Arthur C. Clarke in an English newspaper article in 1946. Clarke is the author of 2001: A Space Odyssey.

Thank you for your question. We are very happy to know that you watch our programs.

Sincerely,

Helen

Helen Lonsdale

tion of
Mountain

Satellite
Technology
Demonstration

Suite 300B
2480 West 26th Avenue
Denver, Colorado 80211

Telephone 303) 458-8(

Tony Olguin

Dear Tony,

In answer to your question, over 260 companies scattered around the United States made parts of the satellite. All the parts were then sent to Germantown, Maryland, where they were assembled.

It is nice to know that your class is receiving our programs and watching them each day. We hope you will continue to enjoy them.

Sincerely,

Helen

Helen Lonsdale

deration of
cky Mountain
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Satellite
Technology
Demonstration

Suite 300B
2480 West 26th Avenue
Denver, Colorado 80211

Telephone 303) 458-

Angela Pacheco

Dear Angela,

Several models (or prototypes) were tested before the beginning of construction of the satellite. Quality control was used during production. Finally, the satellite was thoroughly tested before launch in an air-tight compartment in Houston, Texas.

You and your class have asked some very interesting questions, and we are happy to try to answer them. It is nice to know that you are watching our programs, and we hope you will continue to watch and enjoy them.

Sincerely,

Helen

Helen Lonsdale

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y Mountain
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Satellite
Technology
Demonstration

Suite 300B
2480 West 26th Avenue
Denver, Colorado 80211

Telephone 303) 458-8

David Medina

Dear David,

Approximately fifty people work in Denver with the STD programs. A similar number assist us in the field, although these people are not full-time employees.

We are happy to know that you and your class are watching our programs, and hope you will continue to watch them.

Sincerely,

Helen

Helen Lonsdale

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Mountain

Satellite
Technology
Demonstration

Suite 300B
2480 West 26th Avenue
Denver, Colorado 80211

Telephone 303) 458-8

Eloy Mascarenas

Dear Eloy,

The satellite cost $180,000,000 and the launch cost $30,000,000. Remember that there are twenty other experiments being conducted on the satellite.

Thank you for your questions and we are happy to to try to answer them for you. It pleases all of us in Denver that you are watching our programs, and we hope you will continue to watch and enjoy them.

Sincerely,

Helen

Helen Lonsdale

PENCEP
CAREER EDUCATION
10-9-1974

Mr. Isaac Lujan - Auto Mechanics I, 5th period, 10-11 Grades

TOPIC: Automotive Mechanics

OBSERVATIONS:

Beginning Competency - Posses career entry level skills upon exiting from the formal educational program.

Concepts Learned - Preparation by developing proficiency in skills and knowledge including observation, data collection, problem solving, and tool-task relationships in a selected career area.

DECISION MAKING - Demonstrate the ability to make decisions related to career and self satisfaction.

Concepts Learned - Preparation including decisions that involve personal goals, application of decision making skills to career possibilities and by recognition of school courses and work experiences that prepare a person for specific career area.

LESSON CAPSULE: Facts About Automotive Mechanics

The book, Automotive Mechanics, written by William H. Crouse is being used by Mr. Isaac Lujan and his students. Certain topics of interest are mentioned here: (1) the first successful American car; (2) automotive industry; (3) opportunities in the automotive industry; (4) and components of the automobile.

The First Successful American Car - was built by the Duryea Brothers (Charles and Frank) in Massachusetts in 1893. By 1896, Henry Ford, Ranson Olds, Alexander Winton, and Charles King had built automobiles that ran more or less successfully.

The Automotive Industry - Each year the automotive industry of the United States produces more than 7 million new cars, varying in price from less than $2,000 to more than $10,000.

Tune-Up Engine - a procedure which includes testing the various components and accessory systems involved in engine operation.

Apart from experiencing the work of an auto mechanic the students abide by rules and regulations in the classroom, they are:

Rules and Regulations In Auto Mechanics Class*

1. Shop should be cleaned at the end of each period.
2. Tool room must be clean and tools put in order.
3. Never leave operating machinery unattended.
4. Use face mask, safety goggles when required.
5. Do not play around with tools.
6. No smoking around the building.

* The rules and regulations were written by the students themselves.

NOTE BOOK

Each student keeps a note book. In the note book the students list such things as word definitions, job description, drawings of car parts, and classroom rules and regulations.

The students notebooks are checked periodically and the students are tested on the materials.

Opportunities in the Automotive Industry - There are more than 12 million men and women working in the automotive industry. This means that there are many good job opportunities for you.

Components Of The Automobile - Basically, the automobile consists of four components. They are:

1. The engine, or source of power.
2. The framework, or support for the engine and wheels, which includes the steering and braking system.
3. The power train, or mechanism that carries the power from the engine to the car wheels.
4. The body.

Mr. Lujan showed me the following words posted around the auto mechanics room. During the school year the students will learn what the words mean and know how to perform the job.

Power Trains - contains several mechanisms which carry the engine power to the rear wheels. These are the clutch, transmission, propeller, shaft, differential, and rear axles.

Brakes - Brakes are necessary to slow or stop the motor vehicle.

Frame and Chassis - a frame is required to support the engine car body, wheels and other components.

Ignition System - the ignition system is part of the electric system of the automobile. The purpose is to produce high voltage surges (up to 20,000 volts) and to deliver them to the fuel mixture in the engine.

Fuel System - The fuel system consists of a tank in which gasoline is stored, a pump which pumps gasoline from the tank, a carburetor which mixes the gasoline with air, and fuel lines connecting the three.

Lubricating System - There are a great many moving metal parts in the engine. These parts must be protected by lubricating oil so that there will be no actual metal-to-metal contact.

PENCEP
CAREER EDUCATION
9-11-1974

Mr. Noel Trujillo - Speech 10-12 Grades, 6th period

TOPICS: 15 Occupations

OBSERVATION:

Educational Awareness - Concepts learned, preparation by understanding the educational steps necessary to qualify for selected occupations and by recognizing the need to evaluate progress on way to career goals.

Appreciation & Attitudes - Concepts learned, preparation by recognizing and understanding value pattern behind job-associated relationships and the interdependence of these relationships, by realizing why others hold attitudes and values different from their own and by understanding the psychological variables involved in interpersonal relations.

Career Awareness - Concepts learned, preparation for occupations related to area of work being considered, by familiarization with current/future job opportunities as they relate to social and economic trends and recognition of factors that influence horizontal and vertical mobility.

Decision Making - Concepts learned, preparation of goals and examination of decision to pursue them, by consideration of sources of career information, by application of decision-making skills in considering career goals and by analyzation of career characteristics (requirements, work conditions, rewards) influence career decisions.

LESSON CAPSULE: 15 Occupations Ranked According to Prestige

Mr. Noel Trujillo was having a discussion with his students about making decisions in a group. Mr. Trujillo divided the class into two groups and asked the students to rank 15 occupations according to prestige. In ranking the occupations each student had to convince his fellow classmates that the occupation being debated was most prestigious.

I sat down and observed group I as they started to rank the occupations. One stipulation Mr. Trujillo made, was that no member of the group was supposed to vote for or against an occupation but rather members of the group were supposed to convince one another by using facts, data, etc.

Group I	Group II
Barbara Valdez	Patsy Lopez
Ofrie Romero	Louis Sanchez
Arthur Gonzales	Leroy Gonzales

Some job facts I heard discussed were:

1. Duties performed in the occupation
2. Employment places
3. Education and training
4. Special qualifications
5. Ways to enter the field
6. Chances of advancement
7. Earnings
8. Likes and dislikes about the occupations
9. Reason for wanting to enter a field
10. Mobility

The three students in group I were diplomatic in their discussions, and they knew important facts about the different occupations. (I observed group II only for a short time.)

Instructions: Rank the following occupations according to the prestige which is attached to them in the United States. Place a "1" in front of the occupation which you feel to be most prestigious, etc., all the way to "15", least prestigious.

	Group I	Group II	Poll-1928-1963
Author of Novels	5	12	12
Newspaper Columnist	11	11	14
Policeman	10	7	15
Banker	12	13	9
U.S. Supreme Court Justice	1	1	1
Lawyer	3	5	6
Undertaker	15	15	13
State Governor	2	2	4
Sociologist	4	3	10
Scientist	4	3	3
Public School Teacher	14	14	11
Dentist	13	6	7
Psychologist	6	8	8
College Professor	9	9	5
Physician	8	4	2

Mrs. Donna Garcia, Home Economics 10-12 and

Theresa Miera, Reading, Elementary Intermediate Grades, 8:30 - 9:15 AM.

TOPIC: Baking

OBSERVATION: Self-Awareness

Awareness of self interests and aptitudes of sensitivity to others, of ability to focus interests from immediate to long range, of the comparative nature of social roles and the beginning internalization of interest in particular roles. Appreciation and Attitudes - Awareness that relationships between self and others result from job performance, that people have individual differences, by recognition of the rights and responsibilities of others by responding positively to other persons while working with them.

LESSON CAPSULE:

Both Mrs. Donna Garcia and Mrs. Theresa Miera were interested in getting the students to share and communicate ideas about baking and getting involved with doing a job.

Mrs. Garcia's class was mainly interested in helping the elementary students bake cookies. Mrs. Miera's interest was to show the students that in order for them to be able to make cookies they first have to know how to read and understand directions, in this respect the recipe card.

How were the two tasks accomplished?

1. Home Economics Class - Involvement and teaching what one knows.
2. Elementary Reading Class - Reading and applying what one reads.

The teachers decided that they would need two days for the activity. The first day the Home Economics girls would demonstrate how to bake the cookies. The second day the elementary students would perform the job the way the high school girls had shown them.

First Day

As I walked into the Home Economics classroom I saw the girls arranging five tables that would be used as working places for the demonstration. The girls got tablecloths and put them on each table. Next, the girls put on their hairnets and aprons. The girls proceeded to get the ingredients to make the different cookie recipes. On each of the tables was a large recipe card that showed how to combine ingredients to make the dough. Everything was in order and ready for the demonstration to begin.

The elementary students walked in and were assigned to different tables, each in a group. As the high school girls were getting the utensils and pans, I walked over and chatted with Mrs. Garcia and Mrs. Miera.

I complemented Mrs. Garcia as to the way her girls had readied the classroom. Mrs. Miera told me that the boys in her classroom were kind of skeptical about baking because most of them thought it was too girlish to bake.

What was each group baking?

Table 1 - Baked - Sugar Cookies, the elementary students observing were:

Joey Sanchez

Annette Contreras

Vicky Cruz

Table 2 - Baked - Chocolate Crisps, the elementary observing were:

Fillie Martinez

Horacio Archuleta

Table 3 - Baked - Peanut Butter Cookies, the elementary observing were:

Linda Lopez

Ted Lopez

Ruby Lopez

Allen Rodriguez

Table 4 - Baked - Butter Balls, the elementary students observing were:

Arturo Sanchez

Suzanne Sandoval

Angie Cordova

Kenneth Ortega

What are the four main steps the Home Economics Class followed?

- The first step in baking is to combine the ingredients needed to make the dough.
- Second, demonstrate how to knead and form the dough by hand and place it in the greased, or ungreased pan.
- Third, set temperature to make sure cookies are properly baked.
- Fourth, after baking the cookies remove from the oven and cool.

The Home Economics girls that baked the cookies and helped the elementary students were:

Louella Aguilar	Lorraine Sandoval
Della Atencio	Ivy Valdez
Mary Ann Martinez	Beverly Visarraga
Mercy Martinez	Margaret Arellano
Thelma Olguin	Olivama Arellano
Grace Pacheco	Teresita Lovato
Wanda Padilla	Evelyn Rodriguez
Christine Rodarte	Monica Roybal
Beatrice Sanchez	Debra Lucero
Isabel Sanchez	Rosemary Romero

The girls were very patient when demonstrating to the students; some of the things I observed were:

1. Explanation of the recipe card and how to interpet the language.
2. Demonstrating the use of the measuring spoons and cups.

3. Showing the students how to turn on the temperature dial on the stove.

4. Showing the students how to handle the utencils.

5. Showing the students how to wash dishes and where to put them away.

The students sat observing and learning everything they could because they knew that tomorrow was their turn. The girls told them that if they wanted to ask any questions--now was the time to ask. The elementary students asked many questions.

By-the-way, those shy boys who thought that baking was too girlish, were the ones who were volunteering their services without being asked!

Second Day

I've often stopped to wonder what they thought about, the night before the baking demonstration---I wondered if some of the elementary students stopped to think about what they had to do the next day. Whether or not they thought about it, the students were ready and prepared.

As I walked from table to table I could see the students measuring the ingredients, kneading the dough, and greasing the baking pans. As time progressed the students were rolling out the dough and cutting the cookies. One group had a heart shaped cookie cutter. After putting the cookies in the oven, one could smell the sweet aroma of baked cookies in the air.

I could feel the tension building as the students waited for the cookies to bake. The majority of students, with the exception of two, had never baked anything. This was their first try at baking.

There was a happy atmosphere in the classroom that day. The students took out the baked cookies from the oven and set them down to cool.

The cookies were delicious and a feeling of accomplishment was seen in all of the students faces including the teachers.

I took many pictures of the students that day and it is one activity that I know will be cherished by the students.

What a practical way to learn to read!

3d

PENCEP
CAREER EDUCATION
4-9-75

Dr. Rupert Clark - 9th, 10th, 11th Grades

TOPIC: Viking Project - "NASA Will Make A Giant Step" - Lands First Scientific Laboratory In Another Planet.

OBSERVATION:

The students learn about the sophistication and advancement of our present day technology, and of the technology being applied to the Viking Project which in turn, will affect all our future.

The more we know about the other planets the better we understand our own Earth.

LESSON CAPSULE:

Dr. Gerald Soffen, project scientist for NASA's, Viking Project spoke to us over the Satellite Technology Demonstration about landing a spacecraft on the planet Mars, July 4, 1976. Did I hear anyone say "Bicentennial"?

There was much excitement before and after the program. First, the people from the Utilization Component in Denver, Colorado, sent the school a letter and a small brochure telling us about the special Viking Project that would be shown over the STD, April 8, 1975.

Second, after reading the brochure I invited Dr. Rupert Clark to see the Viking Program. Dr. Clark, the students and myself were excited about the program. Even though we have had the Satellite Technology Demonstration almost 9 months, the excitment of being able to communicate 22,300 miles through space to Denver, the newness of the communication system, has never worn off. As a matter of fact what excited the students the most was being able to communicate with Dr. Gerald Soffen.

We really didn't know for sure what to expect from the program and some of the information we heard came as a surprise to us.

Because so much material was covered over the STD about the Viking Program and in such a short time (30 minutes); I will have to use some of the information from the NASA brochure to introduce the Viking Project.

"VIKING PROJECT: MISSION TO MARS" (brochure)

Four important facts about the Viking Project are the following:

1. The Viking purpose is to conduct scientific investigations of the planet Mars with special emphasis on the search for life.
2. Two spacecrafts will be launched from Cape Kennedy with-in a month of each other in mid-1975 and cruise 400 million miles through space for nearly a year before reaching their destination of the Red Planet.
3. Each of the two Viking spacecrafts includes an orbit and a lander system. The lander capsule consists of an outer bio-shield shell with an inner descent capsule enclosed. The entire lander capsule is heat sterilized to prevent the transportation of Earth organisms to Mars, where they might not only contaminate the planet, but would also produce false results in the life detection experiments.
4. The first mission is presently designed to touch down on the Martian Surface July 4, 1976, which will help celebrate the United States 200th anniversary.

Dr. Gerald Soffen started his presentation by asking the question, "What do we know about Mars?" Dr. Soffen's answer was that the Martian Mission was made in order to help us understand Earth better, and to gain more knowledge.

The information Dr. Soffen gave us about the Red Planet was really fascinating, here are some of the important facts:

-Mars has two poles like the Earth. Both North and South poles are formed of carbon dioxide, an example of it would be like dry ice.

-Dr. Soffen showed us a model of the spacecraft and talked about the different parts. Dr. Soffen said that precaution would have to be taken in order to make sure the spacecraft was landed softly. (I presume the spacecraft would have to land softly in order not to damage any of the hardware.)

-Our best pictures of Mars were taken from a 200 inch telescope at Mount Polamar, the location of the largest reflector telescope. At best the pictures were of a powder puff planet. Today instead of using the 200 inch telescope at Mount Polamar, pictures are taken from the Mariner Satellite. In comparison these pictures show amazing features on the Mars surface, some of them are mentioned here:

1. Largest volcano on the Solar System called Snow's of Olympus is larger than the Island of Hawaii.
2. A Super Grand Chasm, an example of how large the chasm is: Length - from San Francisco to Washington, D.C., Width - about as wide as New Mexico, and six miles deep.

An example of the chasm would be the Grand Canyon.

-Other features of the planet Mars which were shown are:

1. An ancient arroyo, which was compared to the Red River in Louisiana.
2. Large craters.
3. Also, wind storm on Mars

-The path Viking Spacecraft would take July 4, 1975, was shown on a diagram.

-A day in Mars is about the same as Earth. One day in Mars is 24 hours and 37 minutes.

-Two scientific laboratories, for example, like one would find in a large university for experimentation, were compressed to fit in one cubic foot of the spacecraft.

1. Scientific Biology Laboratory - Test for life.(one cubic foot)
2. Scientific Chemical Laboratory - Test for organic material. (one cubic foot)

The scientific laboratories will be used on the planet to gather information which the scientists on Earth will compile and make research for further use.

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-After the Viking Spacecraft comes back to Earth, scientists will spend three, five, or seven years analyzing the data.

-At the end of the program Dr. Gordon Law called on the Satellite Technology Demonstration Sites for questions. Questions from the Rocky Mountain East Sites were as follows:

Ft. Benton, Montana - How much does the Viking Project cost?

Dr. Gerald Soffen - The total sum is $900,000,000,000 over seven years.

Riverton, Wyoming - No class today.

Pindale, Wyoming - No class today.

Saratoga, Wyoming - No answer.

Montrose, Colorado - Is there any plant or insect life in Mars.

Dr. Gerald Soffen - We don't expect to find insect life but possible small plant life (not large plants, small like moss.)

Blanding, Utah - No answer.

Cuba, New Mexico - No answer.

Saratoga, Wyoming - What is the atmosphere of Mars composed of?

Dr. Gerald Soffen - Carbon dioxide, carbon monoxide, oxygen, a little hydrogen and argon.

Cuba, New Mexico - What is the comparison of the Titan III to the Centaur.

Dr. Gerald Soffen - The Titan is 150 ft. high and the Centaur is 400 ft. high. The important thing is not how big they are, but rather the amount of materials which can be launched for example 8,000 pounds.

Dulce, New Mexico - No answer.

Saratoga, Wyoming - What is the possibility of man affecting Mars atmosphere in order to inhabit Mars.

Dr. Gerald Soffen - There is a possibility of changing the atmosphere. It would be easier to live in Mars than the moon because of the cosmic showers. A day in Mars is 24 hours and 37 minutes.

Unidentified Site - When do you think man will be sent to Mars? How many spacecrafts will you send?

Dr. Gerald Soffen - In answer to the second question, we put "all the eggs in one basket," one spacecraft, the Viking will be sent to Mars.

In answer to the first question, "I have a bet with a colleague of mine that man will land on Mars before the end of the century."

Penasco, New Mexico - Please send us information about the weight and size of the rocket. (Dr. Rupert Clark)

Dr. Gerald Soffen - Any information requested can be sent to you by writing to the National Aeronautical Administration.

What did some of the Penasco students and Dr. Rupert Clark who were watching the Viking Project have to say about Dr. Soffen and his project?

Aaron Dominguez - The Viking Project was very interesting and very educational.

Bobby Vigil - Very interesting, especially about Mars, you can learn alot about the planet if you paid close attention.

Lupita Medina - I liked the interaction part with Dr. Soffen.

Ronnie Leyba - The Viking Project was interesting, since that was the first time I ever heard of such a project. If there are any more films on the project I would like to see them sometime.

Louie Sanchez - I would like to see more of the Viking Project films. I liked it because it was coming live from Denver, Colo.

Mabel Garcia - The Viking Project was about a spacecraft they are going to send to Mars. Other sites in the Rocky Mountain Region, also asked questions to Dr. Soffen in Denver.

Dr. Soffen had models of the spacecraft and he showed the different parts of the spacecraft to us. The letters STD mean Satellite Technology Demonstration.

Lisa Roybal - I thought it was real neat and an interesting thing to talk about, because it seems kind of difficult to do something like that Viking Project, and it makes you think a little too.

Leroy Duran - I think the Viking Project was pretty good and interesting. We should have had more time to ask questions to Dr. Soffen.

Patrick Leyba - I liked where Dr. Soffen told us about the size of the spacecraft and when he talked about the special devices like the eyes, the shovels, and the rocket for the soft landing. I would like to see more films about the Viking Project.

Dr. Rupert Clark- The Viking Project which introduced the Titan-Centaur Mission, was interesting. Also it was effective for a mixed class of ninth, tenth, and eleventh graders. They were attentive and possibly surprised. Probably they were mystified about how anything from Earth could land on the Moon or Mars. The narrator was tremendous, a voice sonorous and pleasing.

My students were amazed to hear my voice echoing in the Denver Office. I was set back a little at the lag between what I said and when I heard it over the STD circuit.

Mr. Don Rea, the New Mexico State Coordinator for the Satellite Technolog Demonstration was one of the people who invited Dr. Gerald Soffen to speak to the students of the Rocky Mountain States.

The last page is a copy of a letter that was sent to Dr. Soffen thanking him for interacting with us in Penasco over the STD. 4f

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April 14, 1975

Dr. Gerald Soffen
c/o Satellite Technology Demonstration
Suite 300B - 2480 West 26th Avenue
Denver, Colorado 80211

Dear Dr. Soffen,

Interesting, interesting, interesting, that's all I have to say about the Viking Project. It was a pleasure listening to you over the Satellite Technology Demonstration, Dr. Soffen. Did I understand you to say that the satellite would be launched in July or August of 75. I was really interested in finding out about what you had to say. Like all others-the unknown is always intriguing.

First, I would like to say that I was surprised to see a global map of Mars. It's amazing to find out how advanced and sophisticated our technology of the present is. I'm refering to the pictures shown of Mars; the large craters, arroyos, and wind storms, etc., taken by the Mariner.

Second, the way our ecological system is working, maybe someday the Viking Project will have a unique part to play in our lives. The headlines will read like this "Man in Mars, 1992," maybe your friend will want to bet with me too!

"Mr. Soffen, April 10th in A.M. America, my children and I happened to catch your interview."

Again, it was a pleasure for the students, Dr. Rupert Clark, and myself to listen and interact with you over the Satellite Technology Demonstration.

Sincerely yours,

Angelina Romero Sullivan

Angelina Romero Sullivan

ARS:rd

PAUL SHELFORD, JR.
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